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ABSTRACT

This guide is designed to help schools and teachers communicate better with parents. Communication is seen as the basic foundation for learning and the means for developing parent involvement programs and building a strong home-school partnership. The guide presents strategies that schools and teachers are using to communicate with parents and suggests ideas and information that parents need to help their children succeed in school. It includes an introductory section on how to use the guide, a home-school partnership planner, and 173 exhibits divided into two main sections. The first section focuses on schoolwide communications and involvement strategies and is designed to assist school site administrators, resource teachers, parent involvement coordinators, and parent leaders. It provides examples of the following categories: (1) partnership pledges; (2) school newsletters; (3) school handbooks; (4) parent surveys and interviews; (5) using the telephone; (6) special meetings; (7) home visits; and (8) communicating through volunteers. The second section is organized to provide ideas on how teachers can improve their working relations with parents. It presents examples of the following categories: (1) introductory and end-of-the-year letters; (2) classroom newsletters; (3) report cards and interim progress reports; (4) homework; (5) home learning activities; (6) parent-teacher conferencing; and (7) telephone reports. (AF)

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COMMUNICATING WITH PARENTS

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Acknowledgments

The authors are deeply indebted to the teachers and principals of California and other parts of the United States who have shared so generously their examples and ideas for communicating and working with parents. Without their generosity this book would not have been possible. The many examples and exhibits presented in this book have been collected over the last five years during visits to schools. Wherever possible, we have identified specific contributions by individual name and school. In our files there are many more examples, all worthy of inclusion, but lack of space precludes us using them in this volume. We thank you for sharing.

The authors also wish to thank Kristine Flynn for helping with the initial organizing of the files and design of the book; Leslie Hartley and Lawrence Orr for carefully reading the manuscript and suggesting useful changes that helped to clarify text and examples; Ann Orr for typing and assisting in the design of many of the exhibits and the cover; Catherine McKenna, Ellen Geisler and Joyce Starr for typing the unending revisions, Jem Turman and Michele Evins for assisting with the overall graphic layout.

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Foreword

Educating today's young people is a challenging and demanding task that requires the concerted efforts of administrators, teachers and parents working together. Parents who have been successful in school and who have acquired a college education themselves often automatically play an active role in supporting their children's success in school. Many other parents want to help, but are sometimes unsure what they can and should do to support their children. Schools cannot afford to leave parent involvement and support to chance. They must make a conscious, carefully planned, systematic, and sustained effort to reach out to all parents. Research shows that when schools do commit the time and resources needed to build a quality home-school partnership program, the payoffs are higher student achievement, happier students, satisfied parents, and more successful teachers.

Communicating with Parents is designed to help schools in their partnership building efforts. The content of this book comes from creative and dedicated teachers and administrators who have led the way in initiating and establishing effective ways of communicating with and involving parents. The ideas they share are practical and workable. Teachers will be able to use some of the ideas immediately in their own classrooms. Others will require discussion and planning by the school staff and parents before they can be implemented. Still other ideas will require help and assistance from the district administration to be successfully implemented.

To guide the school in its efforts, a Home-School Partnership Planner is included as part of the introductory section. The planner will help schools assess their current strengths, identify areas needing improvement, and develop a plan of action. By completing the planner first, teachers, administrators, and parents will then be able to best utilize the ideas and examples contained in each section of this book.

Making schools more effective for all students is the primary challenge facing educators today. The public is demanding, and rightly so, that schools be effective in providing all students with the essential skills needed to become contributing members of society. A strong home-school partnership is one improvement strategy that schools should not overlook. The time has come for educators, parents, and community to unite in an effort to increase student achievement and school success by ensuring that all schools are effective for all students.

Thomas C Boysen

Thomas C. Boysen
San Diego County Superintendent of Schools

How to Use *Communicating with Parents*

Communicating with Parents is designed to help schools and teachers communicate better with parents. Communication is the basic foundation for learning. It is also the foundation for developing parent involvement programs and building a strong home-school partnership.

Teachers and principals have always known that children do better in school if their parents are involved in their education. Everyone profits when parents read to their children, motivate them to do well and help out at school. What teachers and principals have not always realized is that they can greatly increase the amount and types of parent involvement.

Schools communicate to parents through printed messages, face-to-face contacts, telephone calls, and the environment in the classroom and the front office. The messages can be open and inviting, encouraging parents to be partners in their children's education, or the messages can convey to parents that they are not welcome. This book is designed to help administrators and teachers welcome parents as partners in support of student learning and encourage involvement in the schooling process.

Communicating with Parents provides strategies that schools and teachers are using to communicate with parents. It suggests ideas and information that parents need to help their children be successful in school. The examples presented in the book are drawn from many different schools. They reflect the best ideas and effective solutions that creative teachers and principals have found to increase their communication with parents and to successfully involve them in the educational process with their children.

The Importance of Parent Involvement

Research shows that when teachers involve parents, student achievement improves. Students improve in reading, they do more homework, and they have more positive attitudes toward school (Epstein, 1984). Teachers also benefit. When teachers involved parents in home learning activities, the parents reported that:

- They recognized that the teacher worked hard to interest parents in the instructional program.
- They received most of their ideas on how to help their children with school work from the teacher.
- They felt that they should help their children at home.
- They understood more this year than last about what their children were being taught in school.
- They were more positive about the teacher's interpersonal skills.
- They rated the teacher higher in overall teaching ability.

These findings from Epstein's study should reinforce teachers who are communicating with and involving parents. They should motivate others to do more. Communication between families and school increases the likelihood of student success. It also makes students happier, and enables them to see the similarities and connections between home and school.

In addition to individual teacher practices, schoolwide programs to involve parents also impact student learning. As Henderson (1987) has pointed out in The Evidence Continues to Grow: Parent Involvement Improves Student Achievement, "(School) programs designed with strong parent involvement produce students who perform better than otherwise identical progams that do not involve parents as thoroughly, or that do not involve them at all (p. 1)." The research summarized by Henderson indicates that all types of parent involvement efforts initiated by schools can have an impact. However, programs which are well-planned, comprehensive and long-lasting in nature, and that reinforce the important link between teacher and parent are likely to have the greatest impact on student achievement (Gordon, 1978 and Epstein, 1984).

Components of a Comprehensive Parent Involvement Program

Schools today are working hard to increase student achievement and create schools with positive learning environments for students and teachers alike. A strong home-school partnership program represents an important strategy that can help schools reach these goals.

A comprehensive partnership program needs to include activities that address the following key components.

- Home-School Communication: Communication serves as the foundation for all other home-school partnership activities. It involves the exchange of information between parents, teachers, and school that helps both school and family assist the child in learning. This exchange of information needs to be done in a variety of ways to increase the opportunity for understanding. Communication is needed from both the classroom teacher and the site administrator to the parent. All parents should be contacted on a frequent and regular basis. Equally important, the school needs to develop effective communication channels for parents to communicate with teachers and administrators about their child, their hopes, aspirations, and ideas for their child and for the school.

- Home and School as Supporters: Parents and teachers give basic support to each other. Parents express their support by attending to the basic needs of their children at home. This includes feeding, clothing, sheltering and attending to the health and welfare of their children. At school their support is shown through traditional activities such as raising funds for the school, attending open house or student performances, chaperoning field trips, conducting campus clean-ups, or organizing a book fair. Teachers support families by inviting and encouraging them to be an active part of the classroom and school activities. In addition, the school staff supports families through holiday food and clothing drives, special home visits and efforts to help families find needed social services.

These activities are ones with which both parents and school personnel tend to feel most comfortable. The school should set a goal to create a variety of support activities for parents and to have all parents involved in at least one support activity during the course of the year.

- Home and School as Learners: Both the school staff and parents should have opportunities to increase their knowledge about how to work together. Parents need information about the school curriculum, school policies, and other aspects of school life as well as opportunities to increase their own parenting skills. Teachers need opportunities to increase their effectiveness in communicating with parents (including conferencing skills), in designing effective home learning and homework activities, and in involving parents, when appropriate, in classroom and school activities.

- Home and School as Teachers: It is a crucial fact that parents are a child's first and foremost teacher. Schools provide the structured and professional framework to expand, complement, and support home learning as well as teach children the content specific skills from kindergarten through twelfth grade. Parents need guidance and support on how to foster their child's formal learning at school. In addition teachers and other school staff members need to explore ways they can work together with parents as mutual teachers of the child. Teachers have found that parents can assist as "teachers" in the classroom, and that teachers can be valuable assistants to parents in their homes by providing learning materials or through home visits.

- Parents and Schools as Advisors, Decision Makers and Advocates: Parents, teachers, administrators and other school staff should have opportunities to work together to solve problems, to express their views, to influence other decision makers, and to be advocates on behalf of children. It is important to remember that parents who are willing to be advocates for their child or other children are not enemies of the school, but true friends. Many schools have established school site councils that involve parents and school staff working together. Active PTAs, with school staff involvement, also serve as valuable advocacy groups for students and the school. The number of individuals involved at this level will be small; however, those who are willing to fulfill this role need training, support, and encouragement.

Each component is critical to a successful and comprehensive home-school partnership program. Parents want to be involved in these roles (Williams and Stallworth, 1981). Gallup polls show that teachers think parent involvement is a significant variable for student success and want parents to be involved. Not all parents want to be involved to the same degree or in all the roles at the same time. They want and need multiple options open to them. Not all teachers and administrators want or have the skills to involve parents. Because of changing family demographics and the large number of working parents, parents and school staff need to explore new ways of working together. Schools need to continue to involve parents as they have in the past in such traditional roles as fundraisers, party organizers, field trip chaperones, and as audiences for school performances. However, schools must

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also work to find new ways of helping all parents be active partners in the teaching-learning process with their children both at school and at home. This partnership between home and school needs to be forged through effective and frequent communication between home and school.

Developing a Comprehensive Parent Involvement Program

Developing a comprehensive home-school partnership program requires three major steps:

1) an accurate assessment of the status of current cooperative efforts,
2) creation of a vision of how parents and school staff can work together on behalf of all children, and
3) development of a plan of action to close the gap between the vision and the current status.

A planning team should be established to carry out the planning activities. The team should consist of parents, teachers, administrators, and other school personnel. An existing School Site Council or advisory committee could also do this planning.

The "Home-School Partnership Planner" at the end of this introductory section is designed to help the planning team with the first step in planning. It can be used to assess the current status of communications and other ways home and school are fulfilling the partnership roles outlined above. By completing the Communication Checklists, the Planning Calendar listing current activities, and the archival data form and then answering the assessment questions, a school will have the essential baseline data needed for planning. In addition, some of the instruments contained in this book in the section "Parent Surveys" will be valuable in collecting opinions about parent and teacher attitudes toward parental involvement. With this information, school staff and parents will be in a position to begin developing a systematic and comprehensive plan for communicating with and involving parents.

The next step is to spend time together creating a vision of the school's home-school partnership--how people will work together and support each other in the difficult role of raising and educating children. The vision will demonstrate the school's commitment to build a partnership, and provide a guide for staff and parents as they work together to plan partnership activities.

The third step is to use the data gathered in step one and the vision created in step two to develop a plan of action. The plan should set short term and long term goals at both classroom and schoolwide levels. For example, a short term classroom level goal for elementary teachers may be to have each teacher send home a bi-weekly class newsletter. At the secondary level, the goal might be for each teacher to send home one complimentary postcard to one parent each week. At both the elementary and secondary level, a schoolwide short term goal might be to ask parents to evaluate the school newsletter and use their suggestions to improve it.

A long term goal at either level might be to initiate a home visit program, develop home learning materials, or institute a home reading program. Each section of Communicating with Parents contains ideas and strategies that can be adapted and incorporated into each school's unique home-school partnership plan to meet identified needs. Whatever the goals, it will be important to use the planning sheets in the "Home-School Partnership Planner" to indicate resources or training needs of both parents and staff so that the goal can be successfully achieved.

As in any good planning process, someone needs to be designated the person who will assist with and monitor implementation. Progress toward goals needs to be checked regularly and modifications made if necessary. Activities need to be evaluated to see if they moved the school closer to its vision.

Schools that have successfully established strong home-school partnerships identified and built on their current strengths, started small but then continued to stretch, and most importantly, celebrated their accomplishments.

How to Use Communicating with Parents

Communicating with Parents is divided into two main sections. The first half focuses on schoolwide communications and involvement strategies and is designed to assist the school site administrator, resource teachers, parent involvement coordinators and parent leaders. The second half of the book addresses teacher-parent communications and is organized to share examples and ideas on how individual teachers can improve their working relations with parents. The demarcations, however, are not clearcut. Overlap occurs and the book sections should be used as needed. For example, while homework and home learning activities are addressed in the teacher section, an administrator will find them useful as well because they contain information on schoolwide homework policies and describe learning programs for families that can be instituted on a schoolwide basis. Strategies for establishing a school volunteer program are outlined in the schoolwide section, but teachers will also find many useful tips to help them utilize volunteers effectively in their classrooms.

Each section of Communicating with Parents is highlighted by a tab for easy access, contains a short description of the essential elements of that strategy or communication technique, and lists the exhibits that illustrate each strategy. This brief description is followed by the actual exhibits. Administrators are encouraged to modify, adapt and use the exhibits. The guide is printed in binder format with the hope that teachers and administrators will add to each section as they develop their own communication techniques. Time is often the critical factor that limits opportunities for communication with parents. Therefore, by providing concrete examples that administrators and teachers have used and found effective, it is the authors' hope that critical development time will be saved and actual communications will increase.

A comprehensive home-school partnership program needs both schoolwide and teacher initiative. Teacher efforts to communicate with and involve parents will be greatly strengthened by schoolwide policies and practices. All working together--administrators, teachers and parents--will have the greatest impact on each student's school success.

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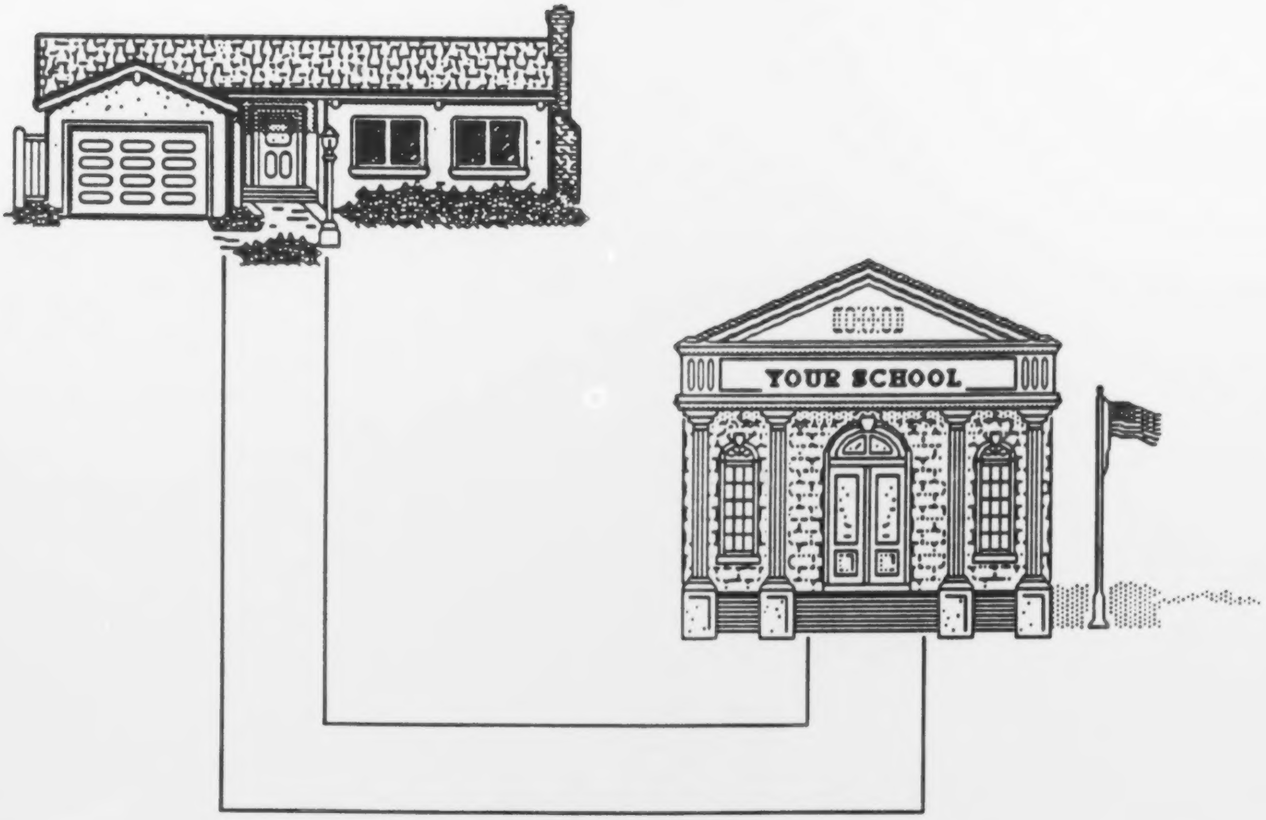
HOME-SCHOOL PARTNERSHIP PLANNER©



SAN DIEGO COUNTY OFFICE OF EDUCATION

Revised October 1988

By Janet Chrispeels

Home-school relations or parent involvement is one of the characteristics of an effective school. This planner is designed to help schools assess the current type, level, and quality of their home-school partnership. The term home-school partnership is used to convey a larger context than is usually understood by the term parent involvement (e.g. parents helping out at the school). The planner presents a continuum of home-school partnership components, all of which need to be addressed, if the school is to realize the potential academic and social benefits for students.

The continuum addresses five areas: communications, parents as supporters, parents as learners, parents as teachers, and parents as advisors, decision makers and advocates for children and the school.*

Why Focus on Home-School Partnerships?

Home-school partnership activities, especially those that focus on communications, parent education and home teaching opportunities, have been shown to have positive effects on parent, teacher, and student attitudes and on student achievement. Research shows that both schools and individual teachers can create conditions that facilitate effective communications and involvement by all parents, not just those who naturally become involved. Thus, an improved home-school partnership can serve as one more strategy that schools can use to raise student achievement and insure student success.

A note of caution: The lack of parent involvement, however, should not be used as an excuse to justify why students are not mastering basic skills needed to successfully complete high school. It is the school's responsibility to insure that all students master basic skills. Each school needs to get its academic house in order as well as build bridges to the community.

Who Should Use This Planner

This planner is designed for principals, teachers, and parents, especially those serving on school site councils, school improvement committees and PTAs. A school wishing to strengthen its home-school partnership may want to establish a special subcommittee to use this planner and develop a plan of action. District administrators concerned with staff development may also find it useful in planning training and inservice workshops that teachers and administrators may need.

What Do the Terms Mean?

Home-School Communication: Communication serves as the foundation for all other home-school partnership activities. It involves the exchange of information between parents, teachers, and school that helps both school and family assist the child in learning. This exchange of information needs to be done in a variety of ways to increase the opportunity for understanding. Communication is needed from both the classroom teacher and the site administrator to the parent. All parents should be contacted on a frequent and regular basis. Equally important, the school needs to develop effective communication channels for parents to communicate with teachers and administrators about their child, their hopes, aspirations, and ideas for their child and for the school.

Home and School as Supporters: Parents and teachers give basic support to each other. Parents express their support by attending to the basic needs of their children at home. This includes feeding, clothing, sheltering and attending to the health and welfare of their children. At school their support is shown through traditional activities such as raising funds for the school, attending open house or student performances, chaperoning field trips, conducting campus clean-ups, or organizing a book fair. Teachers support families by inviting and encouraging them to be an active part of the classroom and school activities. In addition, the school staff supports families through holiday food and clothing drives, special home visits and efforts to help families find needed social services. These activities are ones with which both parents and school personnel tend to feel most comfortable. The school should set a goal to create a variety of support activities for parents and to have all parents involved in at least one support activity during the course of the year.

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* This Planner is based, in part, on ideas shared by Jack Owens and Jeanne Herrich, Milipitas School District, CA; Lettie Cale, Arizona State Department of Education, and Involving Parents by Peggy Lyons, Al Robbins, and Allen Smith. (ERIC Number ED 219-851, 1983)

Home and School as Learners: Both the school staff and parents should have opportunities to increase their knowledge about how to work together. Parents need information about the school curriculum, school policies, and other aspects of school life as well as opportunities to increase their own parenting skills. Teachers need opportunities to increase their effectiveness in communicating with parents (including conferencing skills), in designing effective home learning and homework activities, and in involving parents, when appropriate, in classroom and school activities.

Home and School as Teachers: It is a crucial fact that parents are a child's first and foremost teacher. Schools provide the structured and professional framework to expand, complement, and support home learning as well as teach children the content specific skills from kindergarten through twelfth grade. Parents need guidance and support on how to foster their child's formal learning at school. In addition, teachers and other school staff members need to explore ways they can work together with parents as mutual teachers of the child. Teachers have found that parents can assist as "teachers" in the classroom, and that teachers can be valuable assistants to parents in their homes by providing learning materials or through home visits.

Home and School as Advisors, Decision Makers and Advocates: Parents, teachers, administrators and other school staff should have the opportunities to work together to solve problems, to express their views, to influence other decision makers, and to be advocates on behalf of children. It is important to remember that parents who are willing to be advocates for their child or other children are not enemies of the school, but true friends. Many schools have established school site councils that involve parents and school staff working together. Active PTAs, with school staff involvement, also serve as valuable advocacy groups for students and the school. The number of individuals involved at this level will be small; however, those who are willing to fulfill this role need training, support, and encouragement.

Developing a Home-School Partnership Plan

By completing the attached worksheets and answering the assessment questions, the planning team will have a good picture of the current status of the school's home-school partnership.

Step One: Complete the two communications checklists, the archival data form, and the blank "Home-School Partnership Planning Calendar." List activities your school currently does each month in each of the categories: home-school communications, home and school as supporters, home and school as learners, home and school as teachers, and home and school as advocates, advisors, and decision makers. This assessment will make it possible to see the gaps and areas needing attention. Answer the questions on the "Home-School Partnership Assessment" sheet to obtain some insights on the depth and breadth of activities across the various categories of parent involvement.

Step Two: With teachers, other school staff, and parents, especially those serving on the PTA or parent advisory board and/or on the school improvement committee, create a vision of what the school's partnership program should look like. Use the vision worksheet to record the vision. Brainstorm ideas and activities in each category that will help to make the vision a reality.

Step Three: Develop some long and short term goals and select strategies to achieve the goals. Complete an "Action Plan for Strengthening Home-School Partnership" sheet for each category. In a different color pen, add proposed activities to the Planning Calendar. Identify who will have primary responsibility for monitoring the plan and what resources or training will be needed to accomplish the goals.

Determine who else needs to be involved to ensure successful implementation and present your plans to them for review, discussion, and modification, if necessary. Publicize the plans to the whole community. Implement the actions listed in your plan. Regularly review the results of the activities and make changes as needed. Celebrate accomplishments, and then begin the planning cycle again setting new goals that will bring the school closer to its vision.

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COMMUNICATIONS CHECKLIST

Directions: This worksheet is designed to help you evaluate the notification, preparation, content, and quality of face-to-face communications with parents. In each square (if appropriate to that item) put a "+" for above average, a "0" for average, a "-" for below average. This quick check method will help you see strengths and areas in need of improvement. Add other communications not listed or criteria you feel are important.

Face-to-Face Oral Communications	Early Publicity	Multiple Methods of Notification	Adequate Preparation	Clear Purpose for Meetings or Contact	Agenda of Questions to Aid Preparation	Childcare	Translators Required	Helpful to Parents	Focus on Child	Attendance Goal
Classroom Orientations										
Back-to-School Nights										
Open Houses										
Parent Education Meetings										
Parent-Teacher Conferences										
Telephone Conferences										
Evenings with the Principal										
Coffee Klatches										
Home Visits										
Community Breakfasts										
Potluck Suppers										
Special Events										
Presentations to Community Groups										

COMMUNICATIONS CHECKLIST

Directions: This worksheet is designed to help you evaluate the frequency, quality, content, and distribution of your school's written communication. In each square (if appropriate to that item) put a "+" for above average, a "0" for average, a "-" for below average. This quick check method will help you see strengths and areas in need of improvement. Add other communications not listed or criteria you feel are important.

Written Communications	Frequent	Easy to Read	Neat and Attractive	Encourages Responses	Important Information	Focus on Academics	Timely Distribution	Adequate Distribution	Translations Needed	
Letters Home										
School Policies										
-discipline code										
-homework policy										
-health regulations										
-absences/tardies										
Course Requirements										
Meeting Notices										
Progress Notes										
Success Reports										
School Newsletters										
Class Newsletters										
Classwork										
Parent Surveys										
Learning Objectives										
Assignment or Activity Calendars										
Handbooks										
Classroom Policies										

Archival Data Form: Documenting Levels of Parent Involvement

		Current Level	Desired Level
1.	Number of classroom volunteers, by ethnicity.*		
2.	Number of school-level volunteers, by ethnicity.		
3.	Number of volunteer hours worked per quarter.		
4.	Number attending open house or back-to-school night.		
5.	Number of classroom newsletters.		
6.	Other communication Phone calls made Letters, notes sent		
7.	Parent Organizations Number of members, by ethnicity Number of board members, leaders Number of meetings per year Average attendance Types of activities______________ ______________________ ______________________		
8.	School Councils Types of councils Number of participants Number of meeting per year Types of activities sponsored______________ ______________________ ______________________		
9.	Parent Education Number of parent education workshops per year Average attendance at workshops Types of programs______________ ______________________ ______________________		
10.	Parental complaints Number of complaints per month Types of complaint______________ ______________________ ______________________		

* It is important to document whether or not each ethnic or language group in the school is equitably participating in all parent involvement activities.

	Current Level	Desired Level
11. Homework Number of days homework assigned Average amount of time spent on homework Number using after school homework help Number of parent complaints/concerns about homework		
12. Home Learning Activities Number of parents involved, by ethnicity. Types of programs (e.g. reading, math, science) ____________________ ____________________ ____________________		
13. Adopt-A-School Program Name of adopter Number of adopter volunteers Types of activities________________ ____________________ ____________________		
14. Community use of school facilities policy Number of groups Types of community groups ____________________ ____________________ Types of activities or meetings ____________________ ____________________		
15. Enrichment programs Number of after-school enrichment programs Types of activities________________ ____________________ ____________________		
16. Interagency cooperation with school Number of agencies Number of people involved Types of activities________________ ____________________ ____________________		

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
SEP	School:				
	Teachers:				
OCT	School:				
	Teachers:				

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
NOV	School: Teachers:				
DEC	School: Teachers:				

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
JAN	School: Teachers:				
FEB	School: Teachers:				

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
MAR	School: Teachers:				
APR	School: Teachers:				

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
MAY	School: Teachers:				
JUN	School: Teachers:				

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
JUL	School: Teachers:				
AUG	School: Teachers:				

SAMPLE
HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
SEP	School: -Send 1st newsletter -Distribute school handbooks -Hold curriculum back-to-school night	-Back-to-School picnic/ movie night -PTA membership drives	-Parent workshop on how to help with homework	-Recruit and place volunteers -Family friendly homework assignments	-Orientation for new council members -Establish goals and objectives for year
	Teachers: -Send welcoming letter -Send class objectives and homework and discipline policies -Host curriculum night		-Class curriculum night	-Orientation for class volunteers	-Meeting with room representatives
OCT	School: -Newsletter w/calendars -Worksheet on how to conference -Announcements of workshops	-Halloween Carnival -PTA membership drive -Welcome new families -Awards assembly	-Workshop on parent-conferencing -Class observations -Dessert w/the principal -Training of volunteers	-Initiate home reading program -Family friendly homework -Initiate after-school tutoring program	-Home training if necessary -Host breakfast w/community leaders
	Teachers: -Weekly mail packets -Notes home on student -Positive phone calls -Class newsletter	-Class Halloween parties	-Make-It-Take-It workshop for K-1 parents		-Teacher presentation to Lions Club

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
NOV	School: -Newsletter, evaluate conference -Announcements	-Family movie night fundraiser -Open House -Awards assembly -Book Fair	-Hold parent-teacher conferences for all staff -Lunch w/the principal	-Continue reading program report progress at -Family friendly homework -Tutoring program	-Tabulate results of parent-teacher conference survey -Review reading program -Invite board members to school for tour
	Teachers: -Progress reports -Weekly mail packets -Class newsletter -Follow-up on conferences -Visit the home	-Class Thanksgiving lunches	-Parent workshop on discipline for 3-4 grades		-Teacher presentation to Kiwanis
DEC	School: -Newsletter survey on home reading program	-Holiday programs -Craft-making workshop -Holiday tea for teachers and volunteers	-Workshop on stress/ nutrition	-Classroom volunteering -Home reading program -After-school tutoring	-Review math program -Invite legislators to -Tabulate results of reading program survey
	Teachers: -Class newsletter -Weekly mail -Holiday greeting letter -Student thank-you's for parent volunteers				

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
JAN	School: -Newsletter/mini-survey on on discipline -Bulletin board display of new volunteers Teachers: -Welcome back letters -Class newsletter -Positive phone calls -Weekly mail	-Welcome visits to news families by PTA representatives	-Workshops on math tutoring -Class observation invitations -Workshop on science tutoring for 5-6 grades	-Initiate math/science home-learning program -Reinitiate volunteer program (train new ones) -After-school tutoring -Continue home reading program	-Review of test scores, other bench markers -Classroom visits
FEB	School: -Newsletter Teachers: -Class newsletter -Notes home -Weekly mail -Phone calls	-Family movies night -"Invite a Teacher to Dinner"	-Parent effectiveness -Grade 6 session on emerging adolescence	-Math/science home- -reading program -After-school tutoring -Classroom volunteering	-Review of homework, -Classroom visits

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
MAR	School: -Newsletter: role of hobbies in student development Teachers: -Classroom newsletter -Notes home -Conferences with selected student and parents	-Hobby Night -Awards Assembly	-Parent effectiveness workshop series -Articles for newsletter on parent effectiveness	-Classroom volunteers -Math, science home-learning activities -After-school tutoring -Home reading program	-Review of social studies program -Tabulate results of newsletter survey -Develop recommendation
APR	School: -Newsletter -Booklet on preparing tests Teachers: -Class newsletter -Progress report -Conferences -Note of praise	-Family movie night -Open house -Book Fair -Science Fair	-Workshop on understanding and preparing students for tests	-Classroom volunteering -Math, science home-learning activities -After-school tutoring -Home reading program	-Review of science program -Tabulate results of newsletter survey -Develop recommendation

HOME-SCHOOL PARTNERSHIP PLANNING CALENDAR

Month	Communication	Supporters	Learners	Teachers	Advisory/Decision-Making
MAY	School: -Newsletter/mini-survey on school year -Summer learning tips Teachers: -Class newsletter -Progress reports -Call home	-Spring concert or performances -Recognition assembly -Teacher Appreciation Day -Volunteer Tea	-Workshop series for 6th grade parents and students on transition -Orientation sessions for new kindergarten parents -Workshop on summer learning opportunities	-Classroom volunteering -Math, science home-learning activities -After-school tutoring	-Review of year's progress -Plan for next year
JUN	School: Teachers:				

HOME-SCHOOL PARTNERSHIP ASSESSMENT QUESTIONS

DIRECTIONS: Having completed the first part of the Home-School Partnership Planner, use the information as a basis for answering the following questions.

1. Does your school have an organized parent involvement plan?

2. Does your program have a fairly equal distribution of involvement opportunities across the major categories? If not, which areas need attention?

3. Does your program have a fairly equal distribution of passive as well as active opportunities within each role/category?

4. Are parents from each of the major ethnic or language groups of your school population involved in the parent involvement program?

5. Is there continuity across grade levels of parent involvement and not just involvement by parents in certain grades?

6. Is training provided for parents for any skills/knowledge they need to be successful in the different roles?

7. Is there adequate training and support for teachers and other school staff members?

8. Does the school provide multiple opportunities for two-way communication?

9. Are adequate resources allocated to support partnership activities?

What Will Your Partnership Program Look Like When Your VISION Becomes a Reality?

When your school has a full-fledged home-school partnership program in place to support student success:

How will parents, students, and school staff relate and interact with each other?

What kinds of programs and activities will be in place?

What will teachers and the school be prepared to do to assist and work with parents?

What will parents be prepared to do to assist and work with the school staff:

How will people "see" your vision in action?

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Statement of Vision for Our Home-School Partnership Program

Write a statement of your school's vision based upon parents' and the school staff's beliefs regarding the purposes of schooling and how parents and staff can work together to achieve those purposes.

OUR VISION IS:

ACTION PLAN FOR STRENGTHENING HOME-SCHOOL PARTNERSHIPS

Area of Focus: HOME-SCHOOL COMMUNICATIONS

Activities:

What Will Be Done	Purpose of the Activity	By Whom	When	Resources/ Training Needs	Evidence of Success

ACTION PLAN FOR STRENGTHENING HOME-SCHOOL PARTNERSHIPS

Area of Focus: **HOME and SCHOOL AS SUPPORTERS**

Activities:

What Will Be Done	Purpose of the Activity	By Whom	When	Resources/ Training Needs	Evidence of Success

ACTION PLAN FOR STRENGTHENING HOME-SCHOOL PARTNERSHIPS

Area of Focus: **HOME and SCHOOL AS LEARNERS**

Activities:

What Will Be Done	Purpose of the Activity	By Whom	When	Resources/ Training Needs	Evidence of Success

ACTION PLAN FOR STRENGTHENING HOME-SCHOOL PARTNERSHIPS

Area of Focus: **HOME and SCHOOL AS TEACHERS**

Activities:

What Will Be Done	Purpose of the Activity	By Whom	When	Resources/ Training Needs	Evidence of Success

ACTION PLAN FOR STRENGTHENING HOME-SCHOOL PARTNERSHIPS

Area of Focus: HOME and SCHOOL AS ADVISORY/DECISION-MAKERS, ADVOCATES

Activities:

What Will Be Done	Purpose of the Activity	By Whom	When	Resources/ Training Needs	Evidence of Success

ACTION PLAN FOR STRENGTHENING HOME-SCHOOL PARTNERSHIPS
(SAMPLE)

Area of Focus: **HOME-SCHOOL COMMUNICATIONS**

Activities: *Improve monthly school newsletter*

What Will Be Done	Purpose of the Activity	By Whom	When	Resources/ Training Needs	Evidence of Success
Each newsletter will have a parent education section or article.	*Disseminate parent education information on a regular basis.*	*PR Committee chair or community aide or SIP coordinator, etc.*	*Each Month*	*Access to parent education materials*	*Increased response on parent response portion of newsletter.*
Each newsletter will include a mini-survey or some type of parent response (usually in the form of a tear-off sheet).	*Provide opportunity for school to receive parent feedback and information from parents on specific questions.*	*PR Committee, etc.*	*Each month*	*Survey admin., staff, parents to determine subj. & needs.*	*Increased responses on parent response portion of newsletter.*
Improve graphics in newsletter	*Improve appearance and readability of newsletter.*	*Secretary, computer center, aides, parents students.*	*Each month*	*Collect pictures; graphics from computer software and workbooks.*	*Increased responses newsletter is distributed to.*
Distribute newsletters to community groups (non-parent), local newspaper.	*Increase community understanding of school program and activities; possibly increase community involvement through understanding.*	*Parent committee who has community contacts and are involved in other organizations. . .*	*Each month*	*Transportation; postage*	*Increased responses on parent response portion of newsletter*
Each newsletter will include a student corner or feature something students will want or need to do, such as a game, joke, etc.	*Students will want to take newsletter home and be involved with it and aware of it.*	*Staff, parents,*	*Each month*	*Children's book and magazines*	*Increased number parents responding to newsletter taken home.*

SCHOOLWIDE COMMUNICATIONS

Partnership Pledges

Research indicates that parent support is crucial to student success in school. A positive way to build a sense of partnership at the beginning of each school year is to sign a pledge which spells out each partner's responsibility.

Pledge forms that have multiple carbon copies allow each partner to retain a copy of the pledge form. Parents should be encouraged to post a copy of their pledge form at home as a reminder of their partnership in their child's education.

Partnership pledges can be initiated by the principal and include the responsibilities of the principal, teacher, parent, and student. This is most often used in elementary schools where students have only one teacher, but it can also be used with homeroom teachers in junior high or high schools. Principals can visit each classroom in the beginning of the school year in order to distribute the pledge forms for teacher and student signatures. Students can then take the form home for their parent's signature, leaving one copy at home and bringing the signed copy back to the teacher.

Teacher-initiated pledge forms may be more appropriate for junior high and high school, where students have different teachers for different classes. Pledges can also be used to focus on specific problems such as attendance.

Samples of partnership pledge forms are:

EXHIBIT 1: Partners in Learning
EXHIBIT 2: Student-Teacher-Parent Contract
EXHIBIT 3: Responsibilities for Learning: A Team Approach
EXHIBIT 4: Student Attendance Review Team: Contractual Agreement (English and Spanish)

A number of schools, churches and community groups in San Diego County and in Oakland (California) have participated in Education Sunday, a program in which educators visit local churches to ask parents and community members to support children in school. As a result of these collaborative efforts, several churches have established after school tutoring programs and church members have volunteered to work in their neighborhood schools. Sample pledges that have been distributed at church are:

EXHIBIT 5: South County Schools Parent/Community Pledge (English and Spanish)

To ensure success of a pledge campaign, the school and the community (in the case of Education Sunday) need to be prepared to offer support and materials to parents to help them in their teaching role. Conference times provide excellent opportunities for parents and teachers to recommit themselves to ensuring the child's success in school. (See sections on Parent-Teacher Conferencing, Homework, Home Learning Activities, and Volunteers for further help).

For More Information....

Education Sunday & Parent Pledge Program: Information Packet and Sample Materials. 1986. San Diego County Office of Education, Communications Unit, 6401 Linda Vista Road, San Diego, CA 92111.

Education Sunday Program. Oakland Unified School District, 1025 Second Avenue, Oakland, CA 94606.

EXHIBIT 1

PARTNERS IN LEARNING

Student-Parent-Teacher-Administrator Agreement

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to ____'s progress in school, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a student I pledge to:

- Work as hard as I can on my school assignments.
- Discuss with my parents what I am learning in school.
- Follow the Code of Student Conduct.
- Ask my teacher questions when I don't understand something.
- Go to my public or school library at least once a week.
- Limit my TV watching and read books instead.

____
student signature

As a parent I pledge to:

- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about his/her school activities everyday.
- Reinforce the Code of Student Conduct.
- Find out how my child is progressing by attending conferences, looking at school work, or calling the school.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's TV viewing and help select worthwhile programs.

____
parent signature

As a teacher I pledge to:

- Provide motivating and interesting learning experiences in my classroom.
- Explain my expectations, instructional goals and grading system to students and parents.
- Explain the Code of Student Conduct to the student and his/her parents.
- Communicate and cooperate with each parent to ensure the best education possible.
- Find out what techniques and materials work best for the student.
- Guide students in their choice of TV programs.

____
teacher signature

As a principal/administrator I pledge to:

- Create a welcoming environment for students and parents.
- Communicate to students and parents the school's mission and goals.
- Ensure a safe and orderly learning environment.
- Reinforce the partnership between parent, student, and staff.
- Act as the instructional leader by supporting teachers in their classrooms.
- Provide appropriate in-services and training for teachers and parents.

____
principal/administrator signature

MOST IMPORTANT, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

Signed on this ____________ day of ______________________________, 19_____

San Diego County Office of Education

For additional information on
"Partnerships With Parents," call the
San Diego County Office of Education
Communications Unit, 292-3685.

EXHIBIT 2

TWIN PEAKS MIDDLE SCHOOL

Student-Teacher-Parent Contract

The program of Twin Peaks Middle School is designed to develop each students' potential for intellectual, emotional and physical growth. In order to achieve this the home and school must be willing to recognize and agree upon the responsibilities of each party in the learning process.

I. AS A STUDENT, I WILL BE RESPONSIBLE FOR . . .

1. Showing respect and cooperating with all adults in the school;
2. Coming to class on time and prepared to work;
3. Respecting the rights of others to learn without distraction and disruption;
4. Showing respect for people and property by not using profanity, stealing, or vandalizing;
5. Practicing safety by not running, pushing, or fighting on campus;
6. Completing all assignments to the best of my ability; and
7. Spending time at home daily studying or reading.

Comments: ______________________________

____

Date ____________ Student's Signature ______________________________

II. AS A TEACHER, I WILL BE RESPONSIBLE FOR . . .

1. Providing instruction in the subject areas determined by the State of California and the Poway Unified School District Board of Education;
2. Providing a safe and pleasant atmosphere for learning;
3. Explaining assignments to students clearly; and
4. Supplying clear evaluations of student progress and achievement to both students and parents.

Comments: ______________________________

____

Date ____________ Teacher's Signature ______________________________

III. AS A PARENT, I WILL BE RESPONSIBLE FOR . . .

1. Providing adequate food and rest so my child is ready to learn;
2. Providing a time and place each evening for quiet study or reading at home; and
3. Helping my child in any way possible to meet his or her responsibilities.

Comments: ______________________________

____

Date ____________ Parent's Signature ______________________________

Distribution: WHITE-Please Post at Home YELLOW-Return to Basic Education Teacher

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RESPONSIBILITIES FOR LEARNING: A TEAM APPROACH

If children are to achieve the high standards of conduct and accomplishment that parents and staff members desire for students in La Mesa-Spring Valley schools, there must be a recognition of the responsibilities that are unique to each participant in the child's education. As a team, and as individuals, parents, administrators, teachers, and support staff must demonstrate an understanding of their responsibilities to children. At the same time, students must demonstrate self-discipline; positive attitudes toward themselves, toward others, and toward school; and high standards of citizenship, industry, and personal accomplishment.

Parents and school district staff recognize that children learn from adults and that love and caring, encouragement, positive support, and a wholesome, nurturing environment are critical to the healthy development of every child.

The responsibilities of each participant in the child's education are outlined in this statement, but the cooperative work of parents and staff transcends whatever any single individual can provide.

Responsibilities for providing and maintaining a wholesome teaching/learning environment are shared by:

	Students who:	Parents who support their children by ensuring they:	Principals who:	Teachers who:
1.	Attend school regularly and on time.	Attend school regularly and on time (more than 10 absences and/or 5 tardies per year are considered excessive and detrimental to learning).	Maintain a positive and safe learning environment.	Respect, love and encourage children, their ideas and their growth.
2.	Are clean, neat and appropriately dressed.	Are clean, neat and appropriately dressed, well rested, nourished, safe, and happy.	Maintain and foster high standards of academic achievement and behavior	Maintain and foster high standards of achievement and behavior.
3.	Bring all necessary materials to school.	Bring all necessary materials to school.	Communicate regularly with parents and students regarding the school's philosophy, goals, needs, achievements, programs, available services, etc.	Communicate regularly with parents and students regarding student's progress in learning and behavior.
4.	Complete all class and homework assignments on time.	Have a quiet time and place to study every night (30 minutes for grades 1-3 60 minutes for grades 4-6).	Actively and consistently work toward the goal of achieving EXCELLENCE in our school.	Provide challenging tasks so students can achieve their potential.

(continued next page)

EXHIBIT 3

Responsibilities for Learning: A Team Approach (Continued)

Students who:	Parents who support their children by ensuring they:	Principals who:	Teachers who:
5. Demonstrate a positive attitude towards self, others, school and learning.	See how interested their parents are in them and their progress by discussing school and assignments with them, communicating regularly with teachers, attending and becoming involved in school functions and PTA.		Provide daily homework assignments to reinforce learning (30 minutes for grades 1-3, 60 minutes for grades 4-6).
6. Know and obey all school and class rules.	Experience good leisure activities (hobbies, reading, family outings, etc.).		Actively and consistently work toward the goal of achieving EXCELLENCE in our school.
7. Respect people and property.			
8. Refrain from aggressive behavior and profane, inflammatory, or threatening remarks or gestures.			

____________________ I have read and agree to these responsibilities.	____________________ I have read and agree to these responsibilities.	____________________ I have read and agree to these responsibilities.	____________________ I have read and agree to these responsibilities

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EXHIBIT 4

STUDENT ATTENDANCE REVIEW TEAM
CONTRACTUAL AGREEMENT

The Montgomery Junior High School Student Attendance Review Team believes that ______________________________ will benefit from the directives of this agreement. It is agreed by both student and parent that the directions of the Student Attendance Review Team as itemized below will be followed:

THE STUDENT SHALL:

☐ 1. Attend school each day school is in session.
☐ 2. Arrive at school/each class on time each day.
☐ 3. Remain at school for the full time assigned.
☐ 4. Abide by all school rules and regulations and maintain appropriate behavior while at school.
☐ 5. Report to the counselor or administrator of the school as directed.
☐ 6. Keep appointments with a professional counselor until such time as the counselor feels services are no longer needed.
☐ 7. Present to the school a note from a doctor to verify any future absences due to illness or they will be unexcused.
☐ 8.
☐ 9.
☐ 10.

THE PARENT(S) SHALL:

☐ 1. Maintain an awareness of their legal obligations to see that their child, (a) attends school, (b) arrives on time, and (c) remains at school for the full time assigned each day school is in session.
☐ 2. Schedule appointments with ______________________________ (______________________________) for their son/daughter/family to receive counseling.
☐ 3. Escort their child to school each day.
☐ 4. Attend all meetings and conferences concerning their child at school.
☐ 5. Attend school with their child.
☐ 6.
☐ 7.
☐ 8.

THE STUDENT ATTENDANCE REVIEW TEAM SHALL:

☐ 1. Report absences to the School Attendance Review Board at the district office.
☐ 2. Arrange for additional counseling for the student.
☐ 3. Arrange for testing to determine appropriate placement.
☐ 4. Report the failure to follow these directives to the district for recommendations for further action.
☐ 5.
☐ 6.

TO THE STUDENT:

All of the services in this county are available to assist you, and it is our desire to be of all possible help to you in improving your school attendance and adjustment at school. We expect that in signing this contract you are willing to do your very best in helping yourself, because the only alternative left for this team may be a referral for legal action through the Child Protective Services, Probation Department or the District Attorney's Office.

______________________________ Student's Signature

______________________________ Signature of Parent or Guardian

__________ Date

__________ __________ __________ Review Dates

______________________________ SART Chairperson

EQUIPO REVISADOR DE LA ASISTENCIA DEL ESTUDIANTE
ACUERDO CONTRACTUAL

El Equipo Revisador de la Asistencia del Estudiante de Montgomery Junior considerá que ______________________________ beneficiará de los directivos de este acuerdo. Han aceptado tanto el estudiante como el padre que las indicaciones del Equipo Revisador de la Asistencia del Estudiante enumeradas a continuación serán respetadas:

EL ESTUDIANTE:
☐ 1. Asistirá a la escuela todos los días que la escuela esté en sesión.
☐ 2. Llegará a la escuela y a cada clase a tiempo diariamente.
☐ 3. Permanecerá en la escuela todo el tiempo que se le asigne.
☐ 4. Respetará todas las reglas y regulaciones de la escuela y mantendrá el comportamiento adecuado mientras este en la escuela.
☐ 5. Se reportará el consejero o administrador de la escuela como se le indique.
☐ 6. Asistirá a las citas con el consejero profesional hasta que el consejero considere que ya no sean necesarios esos servicios.
☐ 7. Presentará a la escuela una nota del doctor verificando cualquier falta en el futuro a consecuencia de enfermedad o las faltas serán no justificadas.
☐ 8.
☐ 9.
☐10.

EL PADRES O PADRES:
☐ 1. Estarán al pendiente de sus obligaciones legales de asegurarse de que su hijo, (a) asista a la escuela, (b) llegue a tiempo, y (c) permanesca en la escuela todo el tiempo que se le asigne cada día que la escuela esté en sesión.
☐ 2. Hacer citas con ________________________ (________________________) para que la familia de su hijo reciba ayuda consejal.
☐ 3. Acompañar su hijo a la escuela todos los días.
☐ 4. Asistir a todas las juntas y conferencias concernientes a su hijo.
☐ 5. Asistir a la escuela con su hijo.
☐ 6.
☐ 7.

EL EQUIPO REVISADOR DE LA ASISTENCIA DEL ESTUDIANTE:
☐ 1. Reportará ausencias a la Mesa Revisadora de Asistencia Escolar en las
☐ oficinas del distrito.
☐ 2. Arreglará sesiones adicionales de aconsejamiento para el estudiante.
☐ 3. Arreglará examinaciones para determinar acomodo escolar apropiado.
☐ 4. Reportará la falta de seguir éstas al distrito para que le den
☐ recomendaciones para otras acciones.
☐ 5.

A EL ESTUDIANTE:
Todos los servicios en este condado están a su disposición para ayudarle, y es nuestro deseo ayudarle en todo lo que nos sea posible a que ud. mejore su asistencia escolar y su ajuste escolar. Esperamos que al firmar este contrato ud. este despuesto a hacer todo lo posible en ayudarse a si mismo, por que la única alternativa que le queda a este equipo quiza sea una petición de acción legal atravez de servicios protectivos a la Infancia, Dept. de Libertad Vigilada o a la oficina del fiscal.

______________________________ Firma del Estudiante	______________________________ Firma del Padre o Tutor
________ ________ ________ ________ Fecha Fechas de Revisión	______________________________ Presidente de SART

EXHIBIT **5**

SOUTH COUNTY SCHOOLS PARENT/COMMUNITY PLEDGE FOR IMPROVING STUDENT ACHIEVEMENT

To encourage learning and success of students in school, as a parent I pledge to:

☐ spend half an hour a day with my son/daughter reading, writing, listening, or just talking.
☐ provide a quiet place for my son/daughter to study every night (TV, radio, stereo off; no phone calls).
☐ meet with my son/daughter's teacher to discuss needs and performance in school. Call for appointment.
☐ make sure my son/daughter gets a good night's sleep.
☐ see to it that my son/daughter is at school on time every day.
☐ encourage my son/daughter to complete his/her homework every day.

As a community member (which includes parents) I pledge to:

☐ spend time once a month reading or talking with a student.
☐ contact my local school and become informed about its educational program.
☐ volunteer my time at the local school.
☐ provide support for school programs by contacting legislators and other community members.

Please keep and post in your home.

SOUTH COUNTY SCHOOLS PARENT/COMMUNITY PLEDGE FOR IMPROVING STUDENT ACHIEVEMENT

To encourage learning and success of students in school, as a parent I pledge to:

☐ spend half an hour a day with my son/daughter reading, writing, listening, or just talking.
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As a community member (which includes parents) I pledge to:

☐ spend time once a month reading or talking with a student.
☐ contact my local school and become informed about its educational program.
☐ volunteer my time at the local school.
☐ provide support for school programs by contacting legislators and other community members.

(Please Print)

Student's name ______________________________ School ______________________________ Grade ______
(if applicable)

Name ______________________________________ Signature ______________________________________

Address ____ Phone __________________________

Turn in this copy.

PROMESA DE PADRES/COMUNIDAD DE LAS ESCUELAS DEL SUR DEL CONDADO PARA MEJORAR EL APROVECHAMIENTO DE LOS ALUMNOS

Con el propósito de motivar el aprendizaje y el éxito de los alumnos, yo como padre de familia prometo lo siguiente:

☐ dedicar media hora todos los días para leer, escribir, escuchar, o hablar con mi hijo/hija.

☐ proveer un lugar apropiado para que estudie mi hijo/hija todas las noches (con la televisión, el radio y stereo apagados, y sin recibir llamadas telefónicas.)

☐ hacer una cita y reunirme con los maestros de mi hijo/hija para discutir sobre el funcionamiento y necesidades esenciales en la escuela.

☐ estar seguro (a) de que mi hijo/hija duerma bien por las noches.

☐ estar seguro (a) de que mi hijo/hija llegue a tiempo a la escuela diariamente.

☐ fomentar en mi hijo/hija el hábito de cumplir con sus tareas diariamente.

Como integrante de la comunidad (la cual incluye a padres de alumnos), yo prometo lo siguiente:

☐ dedicar cierto tiempo cada mes para leerle o hablarle a un alumno.

☐ comunicarme con la escuela de mi comunidad e informarme sobre sus programas educativos.

☐ prestar mi tiempo como voluntario en la escuela.

☐ apoyar a los programas educativos por medio de la comunicación con los legisladores y con otros integrantes de la comunidad.

En casa favor de poner a la vista esta primera parte.

PROMESA DE PADRES/COMUNIDAD DE LAS ESCUELAS DEL SUR DEL CONDADO PARA MEJORAR EL APROVECHAMIENTO DE LOS ALUMNOS

Con el propósito de motivar el aprendizaje y el éxito de los alumnos, yo como padre de familia prometo lo siguiente:

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☐ comunicarme con la escuela de mi comunidad e informarme sobre sus programas educativos.

☐ prestar mi tiempo como voluntario en la escuela.

☐ apoyar a los programas educativos por medio de la comunicación con los legisladores y con otros integrantes de la comunidad.

(Favor de usar letra de imprenta)

Nombre del alumno ______________________________ escuela __________ grado ______

Nombre ______________________________ firma ______________________________

Domicilio ______________________________ teléfono ______________

Favor de regresar la parte inferior de esta pagina al Orador Representante de Educacion del Domingo.

School Newsletters

School newsletters are an effective means of communicating with parents, students, and the community in general. In fact, studies indicate they are the most effective means to keep parents of secondary students informed, particularly if they are mailed directly to the home.

The newsletter must be frequent (at least once a month) and regular since it is setting the precedent for all home-school communications. The more frequent the newsletter, the stronger the communications link between home and school and the more likely parents will sense the action and momentum of the school. By including mini-surveys for parent response on critical topics, the newsletter can be a valuable two-way communication tool. (See section on Parent Surveys for examples of mini-surveys on discipline and homework.)

Producing a School Newsletter

It is important to have someone in the editor position so that there is uniformity and reliability. In many schools an administrator or faculty member edits the newsletter. In other cases, parent volunteers assume major responsibility for producing it. Involving students in the planning and production of the newsletter provides them with a meaningful opportunity to apply basic skills in reading, writing, and editing. It also gives students experience in collaborating with others. Many schools are acquiring computers and using them in writing and language arts instruction. Producing the school newsletter can be a meaningful activity for a classroom to undertake. Rotating the task to different classrooms throughout the year allows many students to take personal pride in their school newsletter.

Regardless of who the editor is, the principal should always have a "message to parents" column and review the newsletter before publication. The newsletter is a valuable public relations tool and needs to reflect the school. The quality of the newsletter can convey much about the quality of the school.

It is hard work getting a quality newsletter together. There are a number of newsletter services now available to school principals which can assist them in this job (see "For More Information..." at the end of this section for a partial listing). The San Diego County Office of Education is providing all principals in San Diego and Imperial Counties with camera-ready articles to help make the job a little easier. The PTA district newsletter also has articles which can be reprinted in the school newsletter. Teachers, if asked, may be willing to be on the lookout for timely articles if a file folder is kept handy in the teachers' lounge.

For a handy check list and schedule to guide the preparation of the newsletter, see:

EXHIBIT 6: Editor-at-Large Newsletter Checklist & Schedule

Newsletter Format and Style

Remember, if the information is important, put it in a form that is attractive and easy to read. Here are some hints from the Kansas City Board of Education Public Information Office:

- Be timely (so parents can schedule, plan, anticipate, attend).
- Be brief and to the point (with important items first).
- Appear uncluttered through the use of margins and white space.
- Use headlines that make it easy to find topics.
- Use "bullets" to emphasize important points.
- Do not use vertical headings with one letter under the other.
- Use simple graphics that direct attention and summarize ideas.
- Be careful not to stereotype.
- Translate, when needed, into the language of the home.
- Always proofread carefully.

Sample layouts of well designed newsletter pages are:

EXHIBIT 7: Bell Jr. High School Newsletter
EXHIBIT 8: Mayan Newsletter

Distribution of School Newsletters to Parents

Elementary schools typically send home the school's newsletter through students. At the secondary level, most schools mail the newsletter home. While this method is expensive even with a bulk mailing permit, it is money well spent. Several techniques can be used to increase the likelihood that the newsletter will get home and be read:

- Include student work in the newsletter.
- Have an identifying logo and paper color.
- Adhere to a regular and frequent publication schedule.
- Feature classroom news so that students take an interest in the newsletter.
- Attach class newsletter to the school newsletter.
- Send the newsletter home in a large manila envelope with the school or district logo and a parent sign-off column.

For a sample manila envelope to send information home, see:

EXHIBIT 9: National School District Schoolgram

Distribution of School Newsletters to the Community

Most school personnel realize that 65-85% of the surrounding neighborhood may not have children in school. Distribution of the school newsletter can be an important public relations tool for increasing public knowledge and support for public education. Consider sending the newsletter to key businesses, social and religious organizations, government or private social service agencies, and other schools.

Bell Junior High School in the San Diego Unified School District with 2,200 students, prints 3,500 school newsletters for school and community distribution. They regularly mail copies to all churches in their neighborhood, social agencies, all local newspapers, major radio stations and TV stations, feeder elementary schools and high schools, school district offices, district PTA, and twenty-five copies are sent to the school's "Adopt-A-School" sponsor - "The San Diego Chargers."

Evaluating the School Newsletter

From time to time, it is a good idea to evaluate the school newsletter to see if it is meeting the readers' needs. A quick way to do this is to include a survey in one issue of the newsletter. The "Parent Surveys" section in this book describes several techniques for assessing parent views about home-school communications and contains types of questions schools may want to ask.

A sample survey for evaluating the school newsletter and survey responses from one school are:

EXHIBIT 10: Let Us Know. . .
EXHIBIT 11: Yes, We Are Listening!

For More Information....

The Connection. PSK Associates, Dept., 3856, 5324 W. Falls View Drive, San Diego, CA 92115. Telephone (619) 265-9210.

A K-6 newsletter with pages for both parents and teachers.

News Tips for Busy Principals. Sharon Morgan and Associates, 2269 El Rancho Drive, Camarillo, CA 93010. Telephone (805) 388-0134.

A K-12 newsletter service of camera ready articles and graphics on timely topics.

Growing Up. 22 N. Second Street, P.O. Box 620, Lafayette, IN 47902.

A K-12 newsletter service on child development. These one page sheets can be sent home by each classroom teacher or the information could be reproduced in the school newsletter.

The Learning Letter. Morton Malkofsky, 460 Heather Court, Los Altos, CA 94022-9990. Telephone (415) 941-7740.

A two part newsletter with activities and articles appropriate for lower and upper primary. School logo can be put on newsletter.

EDITOR-AT-LARGE

NEWSLETTER CHECKLIST

USE THIS ENVELOPE TO HOLD ARTICLES, ART, GRAPHICS, IDEAS, AND FILLERS FOR FUTURE NEWSLETTERS.
THE CHECKLIST CONTAINS ESSENTIAL ELEMENTS OF A GOOD NEWSLETTER. REVIEW IT REGULARLY AS YOU WRITE YOUR NEWSLETTER.

________ Calendar information (weekly, monthly, quarterly . . .?)

________ Two-way communication (reader response opportunity)

________ News items from teachers

________ News items from other staff members

________ News items from parents, parent groups

________ "Kid Stuff" — letters, art, surveys, stories, etc.

________ Parenting tips

________ Names in news (recognition, awards, happenings, etc.)

________ Community items of interest

________ Cost item (average price of a textbook, new ball, door lock or monthly utility bill, bus mileage or ADA lost to absences)

________ Important notices

________ Column or letter from principal, superintendent

________ Guest columns

________ Changes, introductions

________ Fillers (include humor, book reviews, facts, quotes, etc.)

________ Dummies (pre-printed format including title, borders, etc.)

________ Art, drawings or borders from art collection file

________ Translations

________ Mailing labels

EXHIBIT 6

✓ NEWSLETTER SCHEDULE

USE THIS CALENDAR TO INDICATE NEWSLETTER DEADLINES (GATHERING ARTICLES AND INFORMATION, LAYOUT, TYPING, TRANSLATIONS, PRINTING, COLLATING, AND DISTRIBUTION). ALSO, JOT DOWN TIMELY TOPICS TO BE FEATURED IN EACH ISSUE.

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY

FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY

EXHIBIT 7

BELL JR. HIGH SCHOOL NEWSLETTER

PRODUCED FOR THE BELL PARENTS AND COMMUNITY
BY
SCHOOL ADVISORY COUNCIL, CHAPTER I

Volume 13 — Editor, Betty Doles
Number 1 — November, 1986 — 479-7111, ext. 230

UPCOMING:

CALENDAR OF EVENTS 1986-87

Nov. 11	Holiday (Veteran's Day)
Nov. 19	District Advisory Council Meeting, Bandini Center 7:30-9:30 p.m.
Nov. 19	ASB Turkey Trott Dance 2:00-3:45 p.m.
Nov. 21-22	District Advisory Council Eleventh Annual Inservice Conference-Town & Country Convention Center
Nov. 26	Project STEP Meeting 2:15 p.m. Rm. 801
Nov. 27-29	Holiday (Thanksgiving)
Dec. 4	School Advisory Council Meeting-Library 7-9 p.m.
Dec. 8	Six Week Report Card
Dec. 11	Winter Holiday Concert 6:30-9:00 p.m.
Dec. 17	ASB Holiday Dance 2:10-3:45 p.m. Auditorium
Dec. 17	District Advisory Council Meeting, Bandini Center 7:30-9:30 p.m.
Dec. 22-Jan 2	Winter Vacation
Jan 12	Bell's Minimum Day
Jan 19	Holiday (Martin Luther King's Jr. Birthday)
Jan 28	Project STEP Meeting 2:15 p.m. Room 801
Jan. 30	Report Cards
Jan. 30	Fall semester ends

If you would like details of any of these events or activities, please call the Chapter I Office, 479-7111, ext. 230.

SAC BOARD OF OFFICERS - 1986-87

Mrs. Carrie Trowell	SAC Chairperson
Mr. Gary Smith	Vice Chairperson
Mrs. Joan O'Hara	DAC Representative
Mrs. Tressie Sanders	DAC Alt. Rep.
Mrs. Betty Doles	SAC Secretary

SAC CHAIRPERSON MESSAGE

The 1986-87 school year is here and our School Advisory Council (SAC) is back in action.

SAC is a parent oriented group interested in our children's learning and progress. Our function is to advise and assist the principal and school staff in planning, developing, implementing and evaluating the Chapter I Program and many other issues.

Our first SAC meeting was held Oct. 9, 1986, and our attendance was excellent.

This school year, we will have speakers and workshops on topics that not only concern our families, but our community as well. This year we also welcome the Bilingual Program Component to SAC.

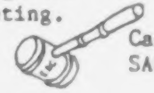
The District Advisory Council (DAC) conference will be held November 21-22, 1986 at the Town and Country in Mission Valley. For more information, please call the Chapter I office.

Our scheduled SAC meetings for the 1986-87 school year are as follows:

December 4, 1986
February 5, 1987
April 23, 1987

Meetings are held in the Library and start at 7:00 P.M.

Thanks to all who attended the last meeting. We need more parents and community members to become involved in our S.A.C. Tell your friends and neighbors and join us at our next meeting.



Carrie Seals Trowell
SAC Chairperson

Take a giant step

HOW YOU CAN HELP YOUR CHILDREN

HELPING CHILDREN STUDY

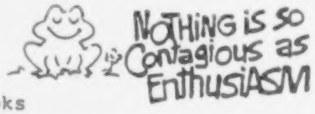
1. Students always have homework! Set aside a quiet place to study--no TV or music. Establish a homework time and then make sure your child uses the time.
2. Students do have tests - please encourage them to study for them.
3. Review weekly spelling lists and make sure your child completes the activity sheets.
4. Discuss interesting news articles with your children.
5. Give rewards for good progress reports. Be interested. Help children with homework.
6. Break textbook reading assignments into shorter segments, read & question with child.
7. Review a completed assignment with your child.
8. Read your child's textbooks, test yourself with your child.

READ

Books

ENCOURAGING READING

1. Ask children to read to you & then to explain what they have read.
2. Plan a family reading time.
3. Go to the public library often. Let the entire family get books of interest.
4. Get moms, dads, grandmas & grandpas to listen to children talk about books they have read. Share what you read.
5. Give positive reactions to all reading actions.
6. The next time you plan a vacation, have the child read about where you are going, read maps, etc.
7. Provide materials for pleasure reading such as:
   - --Favorite section of the newspaper
   - --Comic strips
   - --Comic books
   - --Recipes
   - --Magazines
   - --Library books
8. Spend a few minutes talking about what your child has selected to read before he reads it.
9. Initiate a short discussion after the child has read: "Did you like it?" Why, why not? "What did you like best?" Why? Make the discussion brief and informal, but it shows that you are interested and that reading is important.
10. Use your important influence as a model--read in front of your child as often as possible.


NOTHING IS SO Contagious as EnthusiASM

HOW TO USE TELEVISION

1. Control TV watching, be more selective & encourage educational programs.
2. Talk about TV programs to make children more aware of what they heard and saw. Discuss different characters children know from TV.
3. When the family is watching TV, have children predict the ending during commercials.
4. There are some good specials on TV - point them out to your child.
5. If you watch a TV show together, ask your child about it. He or she should be able to tell you some of the basics about plot development, characterization, and theme. By asking them, you may get some interesting ideas about the author's main idea.

HOW TO SHOP AND READ

1. Have child help make up a grocery list and help write and read items.
2. Take child shopping and read what's on packaged foods.
3. When you cook at home, have your child read cookbooks to select recipes.

Pencil Pusher

HOW TO HELP CHILDREN FOLLOW DIRECTIONS

1. Give oral directions and increase auditory memory.
2. Give written directions assigning responsibilities, rather than oral.
3. Help children read game board or model construction directions.
4. Have child read the directions to recipes, games, labels, signs, TV time tables, etc.

When we are willing to do what we can, we shall be surprised at how much we can do.

EXHIBIT **8**

Mayan Newsletter

September, 1987

Montgomery Junior High School
1051 Picador Boulevard
San Diego, California 92154
(619) 691-5440
Mr. William G. Demos, Principal

"FIRST IN EXCELLENCE -- FIRST IN PRIDE"

MISSION STATEMENT

Montgomery Junior High School will vigorously pursue a program of learning and character development attuned to the highest standards of academic and personal achievement in order to attain a position of "First in Excellence --- First in Pride."

PRINCIPAL'S MESSAGE

I hope that your summer was relaxing and that you are now ready for an exciting and successful year. Most of our students will find it difficult to slip back into the school routine of early risings, evening homework, and demanding schedules. They will need your help and support to insure that this year will be a successful one for them. The education of the young demands full participation by parents and community alike.

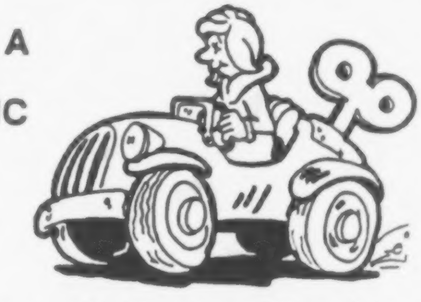
To help your child achieve a high degree of success during this school year, I strongly encourage you to attend our Open House on Tuesday, October 6th. This "Back-to-School" Night will give you an opportunity to meet your child's teachers, learn about the grading and discipline policies, become aware of the materials and textbooks that will be used, and view a slide show presentation.

The parental involvement and active support you give to your child's education will be a major determining factor in his/her success. Let's work together so that 1987-88 can be your child's most successful year yet.

NEED SOME INFO?

ASB Office	690-1133
Band Room (Ms. Webb-Almanza)	690-3434
Boys' PE	691-5447
Community Aide (Ms. Santana)	691-5665
Girls' PE	691-5448
Parent Volunteers (Ms. Benedict)	691-5499
School Office	691-5440
Special Projects	691-5665

AVOID A TRAFFIC JAM!



When you pull into our small parking lot in front of the school, please pull all the way up to the shop buildings at the far end of the lot and keep the center lane open for through traffic. Presently, cars are stopping in front of the school and in all lanes which is causing the traffic to backup in the street and preventing even the buses from getting into the parking lot. Your help in this matter, especially on rainy days, will not only enable more people to pull into the lot, but it will also create a safe environment for you to pick up your children. Thank you for your cooperation.

VOLUNTEERS WANTED!

We encourage you to join our Parent Volunteer Group here at Montgomery Junior High and become involved and informed! Volunteer opportunities in the school include fund raising, helping in the classroom or duplicating center, chaperoning at activities, working in the office, or planning parent activities.

Please fill out and return the attached PINK form to the school office or call Ms. Anne Benedict, our Parent Volunteer Coordinator, at 691-5499. Any time that you can volunteer will be greatly appreciated!

NOTICIAS

La escuela Montgomery Junior High seguira con ahinco un programa de aprendisaje y de desarrollo del carácter, en armonía con los ideales más altos de la realización personal y de los logros académicos, para obtener de esta manera la fama de: "Los Primeros por su Excelencia-Los Primeros por su Orgullo."

Montgomery Junior High School
1051 Picador Boulevard
San Diego, California 92154
(619) 691-5440
Sr. William G. Demos, Director

Septiembre, 1987

MENSAJE DEL DIRECTOR

Espero que sus vacaciones hayan sido relajantes y que ahora están listos para un año excitante y lleno de triúnfo. La mayoría de nuestros estudiantes encontrarán un tanto cuanto deficil regresar a la rutina escolar de madruggar, tareas en la tarde, y los horarios exigentes. Ellos necesitarán su ayuda para asegurarse de que este año sea un año lleno de éxito para ellos. El estudio no es fácil. La educación de los jóvenes exige una participación completa tanto de los padres como de la comunidad.

Para ayudar a su hijo a que logre un alto grado de aprovechamiento en la escuela, les invitamos a ustedes al "Open House" el martes, 6 de octubre, a las 7:00 p.m.

La participación de los padres y el apoyo constante en la educación del niño será una razón mayor en el éxito de su hijo/hija. Les suplicamos a los padres que tomen un papel activo en la educación de su hijo para asegurar que su futuro sea exitoso.

¿NECESITA INFORMACION?

ASB Office	690-1133
Band Room (Ms. Webb-Almanza)	690-3434
Boys' PE	691-5447
Community Aide (Ms. Santana)	691-5665
Girls' PE	691-5448
Parent Volunteers (Ms. Benedict)	691-5499
School Office	691-5440
Special Projects	691-5665

CONGLOMERACION DE TRAFICO

Cuando lleguen a nestro pequeño estacimiento enfrente de la escuela, por favor sigan adelante hasta donde se encuentran los edificios de los talleres que es hasta del final del estacionamiento. Actualmente, los carros se están parando enfrente de la escuela lo cual ocasiona que se encuentre el tráfico hasta la calle, que es un problema muy peligroso. Su ayuda en este asunto no solo permitirá que entren más personas al estacionamiento, sino también creará un ambiente de seguridad para que ustedes recojan a sus hijos.

VOLUNTARIOS

Nosotros prometemos que la vida estará activa y envuelta en nuestro recinto escolar. Si ustedes tienen tiempo, acompañenos en la clase o en cualquiera de estas actividades y compartan nuestro entusiásmo por el aprendizaje en Montgomery Junior High.

Los voluntarios le dan su tiempo y energia a nuestra escuela y su deseo y ánimo de hacer cualquier trabajo es grandemente apreciado por todos. Si nos ayudan, por favor llene la forma rosa y regrésela a la escuela o llame la Sra. Benedict, la Coordinadora de los Padres, al 691-5499. ¡Su ayuda será muy apreciado!

EXHIBIT 9

NATIONAL SCHOOL DISTRICT

SCHOOLGRAM

A Weekly Packet of Important
Information from Your Child's Classroom

Un Paquete Semanal de Información
Importante del Salón de Clase de su Hijo

Your public schools...
There's no better place to learn.

NATIONAL SCHOOL DISTRICT

SCHOOLGRAM

Please sign your initials and the date on the SCHOOLGRAM envelope below and have your child return the empty envelope to his or her teacher so that it may be used again.

For favor firme sus iniciales y la fecha al calce del sobre del Telegrama Escolar (SCHOOLGRAM) y pida a su hijo(a) que devuelva el sobre vacio al maestro(a) para que lo pueda usar otra vez.

Initials Iniciales	Date Fecha	Comments Comentarios

Student______________________

Teacher______________________

School______________Grade____

EXHIBIT 10

LET US KNOW...

We teach children together. Educators and parents form a team that shapes children's lives and that's why we try to keep in touch. This newsletter is one tool we use and we'd like to make it better. In order to help us provide what you want and need, please take a few minutes to answer these questions and send your comments to me, the principal.

Do you receive our newsletter?

Do you read the school newsletter?

Is it published too often, not often enough or just enough?

Does it provide adequate basic information such as dates, schedules, changes, announcements, etc.?

Does it provide information helpful to parents such as parenting tips, ways to teach children at home, resources available when you need help, explanations of programs, etc.?

Does it keep you informed about educational trends, upcoming issues, new legislation, etc.?

Is our newsletter easy-to-read, difficult to understand or appropriately written?

Is material presented in a timely manner (i.e., are notices too early or too late)?

Would you like to see more or less artwork or graphics?

Would you like to see more or less student work?

Do you feel that our newsletter provides answers to most of your 'school' questions or concerns? If not, where do you turn for answers?

What can we include or eliminate from our newsletter that would make it more valuable for you?

Sample survey reprinted with permission. Editor-At-Large © 1986 Morgan & Associates

EXHIBIT 11

The CALL of the Wildcat

San Rafael School
1616 San Rafael Drive
Oceanside, CA 92054
722-1641

NEWSLETTER

YES, WE ARE LISTENING!

We wish to thank those of you who took the time to respond to the survey we included in the June issue of the "Wildcat". For those of you who missed it, we asked you to answer the following 12 questions: 1) Do you receive our newsletter, 2) Do you read it, 3) Is it published too often, not often enough or just enough, 4) Does it provide adequate information (dates, schedules), 5) Does it provide helpful parent information, 6) Does it keep you informed about educational trends, 7) Is our newsletter easy-to-read, difficult to understand or just right, 8) Is the material presented in a timely manner, 9) Would you like more, less or the same amount of graphics, 10) Would you like to see more student work, 11) Does our newsletter answer you "school" qustions or concerns and 12) What can we include or eliminate to make our newsletter better? We received 58 responses that told us that you do receive and read our newsletter. 42 of you thought it was published just enough while the rest of you would like to receive it more often. All but three surveys indicated that it provides the basic information you need, as well as parent information. While the majority felt it kept you informed about educational trends, some did not. Almost everyone found our newsletter easy to read although about 1/3 of you thought it arrived too late. It was an even split as to graphics, more or the same, but 46 of you wanted more student work. You indicated that "The Wildcat" answers your questions and if it doesn't, you call the office. You told us to keep up the good work and offered lots of interesting suggestions which we will try to include in future issues. Thanks for answering our questions!

School Handbooks

Many elementary and secondary schools use handbooks to communicate general information about the school to parents, students, school personnel, and community. The handbook needs to reflect the school's philosophy, mission statement, purpose, and the ways school and family can work together to help students achieve.

What to Include in a School Handbook

The person responsible for writing the handbook will find it helpful to have a faculty or committee discussion on topics to be included. These discussions can clarify the content and ensure consensus on what should be written. It is also useful to interview or send a questionnaire to a sample of parents to find out what they feel are the priority topics to be covered in the handbook. This will help to focus the writing to meet the existing need.

The content of a school handbook often consists of the following:

- a table of contents
- behavior codes
- routine procedures and regulations
- the year's calendar
- sample daily/weekly schedules
- curricular approach and distinctive characteristics
- special programs and activities

Brief coverage of the following topics is also helpful and often included:

- attendance policy and notification of student absence and tardiness
- grading and reporting system, especially interim reports
- homework expectations
- school lunch and nutrition program
- transportation schedules, fees, and regulations
- students health and immunization policies
- policies on safety, emergencies, parties
- volunteer opportunities
- student clubs, organizations and activities

- field trips and special outings
- availability of staff for conferences
- resources and guidance available to parents

If the handbook is published annually the following can be included:

- names of student officers
- school personnel (including part time and itinerant)
- schedule of meetings for PTA, school council, and other groups
- names of people in key leadership positions in parent groups

Sample "Table of Contents" pages from secondary school handbooks are:

EXHIBIT 12: Table of Contents (question & answer format)
EXHIBIT 13: Table of Contents

Handbook Format and Style

All handbooks should be attractive, use simple eye-catching graphics, and be easily read. They should be brief and to the point, and appear clean and uncluttered by using margins and white space. They should use headings that make it easy to find topics.

Some secondary schools have found much success in gearing the handbook for students. The handbook is made especially attractive to students by using graphics and information that appeals to them. Some of the student-focused handbooks are three-hole punched to encourage students to carry it in their notebooks. Although aimed at students, parents also read them and get needed information.

Sample pages from school handbooks:

EXHIBIT 14: Bell Jr. High Student Handbook
EXHIBIT 15: Dos Palos High School Parent Handbook

Twin Peaks Middle School in Poway, California focuses their handbook on the Criteria of an Effective School and how their school is adhering to each one. An excerpt from their handbook is:

EXHIBIT 16: Twin Peaks Middle School Handbook

Sample Section: Behavior Codes

Most handbooks include behavior codes. In many schools the expectations for conduct and the consequences for not following the rules are developed by a committee of school staff, parents, and students. When there are uniform expectations and consequences that have been developed in this way, it conveys to students the idea that there is consensus on the standards of behavior. The effective school's literature shows that there is a correlation between improved student behavior and having clear, widely agreed upon behavior standards and consequences.

Sample handbook pages on the topic of "Behavior Codes":

EXHIBIT 17: Behavior (parent handbook)
EXHIBIT 18: School Rules (student handbook)

Curriculum Guide

Another type of handbook that some schools provide is a curriculum guide that describes the major instructional objectives for each grade level. Such a guide helps parents to know what their child is expected to learn in each major subject area. The guide can be a simple listing of objectives or can provide more detailed information, such as sample math problems, spelling rules, handwriting samples, and vocabulary lists. A curriculum guide can answer many questions for parents and students, freeing counselors, teachers, and other staff to answer more individual concerns.

Sample curriculum guides are:

EXHIBIT 19: Social Studies-Scope and Sequence
EXHIBIT 20: Secondary Class Objectives
EXHIBIT 21: Northmont Elementary School Curriculum Guide

Distributing the Handbook

Timeliness is vitally important to the effective use of school handbooks. They should be distributed at the very beginning of the school year or before the start of the school year. Some schools pass them out at an early PTA or other parent meeting. Other schools send an attention-getting notice home with students, indicating that the handbook can be picked up at school by the parent, or taken home by the student if parents sign such a request. These methods help to increase the feeling of expectancy and convey the importance of the handbook. Handbooks should also be included in packets for new students when they enter school during the year. The PTA or school council might focus on the handbook at a meeting and discuss certain topics in order to encourage its use. Teachers might encourage its use by referring to it during orientation meetings or back-to-school nights, and when answering parents' questions.

For More Information....

McAfee, Oralie. 1984. A Resource Notebook for Improving School-Home Communications. Charleston, WV: Appalachia Educational Laboratory.

Reprinted with permission from *Parent Handbook*, La Mesa Junior High School 1985-1986

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JOIN THE CREW!
SCHOOL

EXHIBIT 12

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Reprinted with permission from Callaway High School Student Handbook, 1985-1986, Jackson, Mississippi

EXHIBIT 14

I FEEL SICK

The school nurse plans a program of health services for the school which includes certain screening tests and examinations. Students who become ill or who are injured are cared for by the nurse. Each student MUST HAVE A PASS to go to the health office, except in case of emergency.

You and your parents should keep the nurse informed of any special health matters concerning you. If medicine must be brought to school, it is to be kept in the health office with a note from your doctor stating the instructions. ANY STUDENT HAVING A P.E. EXCUSE FROM HIS DOCTOR MUST BE CLEARED THROUGH THE HEALTH OFFICE.

TRUTH TIME

Report cards are issued six (6) times during the school year. Subject marks indicate the student's progress in learning facts, acquiring or improving skills, and developing desirable habits.

A — Excellent	D — Passing
B — Good	F — Failure
C — Average	

Citizenship marks indicate that the student who receives:

E — Excellent — is an outstanding citizen
G — Good — is a good citizen
S — Satisfactory — meets citizenship standards and requirements
N — Needs Improvement — below citizenship standards
U — Unsatisfactory — fails to meet citizenship requirements.

BIKES

If you ride your bike to school, walk your bike on the school grounds, and park your bike in the bike racks. When you arrive, all bikes must be locked. It is to your advantage to have a current bike license and a chain and lock for added security.

VISITORS

Our school policy is to welcome adult visitors who have legitimate business at school. Guests and visitors must register at the office. Parents are always welcome. Visitors are expected to leave promptly when their business is completed. Students not enrolled are not allowed to visit classes.

INANIMATE VISITORS

Stuffed animals, radios, tape recorders, walkmans and other "treasures" not necessary to the educational process are not allowed in classrooms. These unauthorized visitors will find new homes in the vice principals' offices if they "wander" into Bell.

FOUND AND LOST

1. If you have lost something of value (such as a wallet, watch, purse, etc.), check with a Vice Principal.
2. If you have lost an article of clothing, check at the nurse's office.
3. If you have lost a notebook, check at the library.
4. If you have lost any gym equipment, check with your coach first, then with the nurse's office.
5. If you should find anything that is not yours, please turn it in to the nurse's office.

GUIDED MUSCLES

Fighting is not accepted behavior on our school grounds. If you are involved, your likely consequences will be a parent conference after a 3 to 5 day suspension.

MUNCHIES

Bell Junior High School has a closed lunch hour. This means you cannot leave the campus unless you have a lunch pass.

Students eligible for free or reduced lunches should get the forms from Room 606, take them home, have them filled in and signed by parents, and return the forms to Room 606 BEFORE SCHOOL OR AT LUNCHTIME.

MA BELL APPARATUS

Phones in the office are for student use when minor catastrophies or emergencies are encountered. We ask that your conversation be short and to the point. Please see a secretary or your counselor if you have an emergency need for a phone.

PHYSICAL BRUTALITY TOWARD AN INANIMATE OBJECT

If you beat up our school, it hurts all of us. We can't tolerate that. And besides, the building can't fight back. Our reaction to that would be to make sure you get plenty of attention at home and spend a lot of time there. You may have to pay for damages done, also.

WHERE DO YOU THINK YOU'RE GOING?

Students are not to leave the school grounds for any reason without first receiving permission and a blue slip from the office. Early dismissal will be permitted only upon request from a parent. Whenever possible, students are encouraged to make appointments before or after school hours.

TEXTBOOKS

Textbooks are furnished free of charge and are required to be covered. Students are responsible for all textbooks issued to them and are required to pay for loss or damage beyond normal wear.

LYBERRY

(Comonly pronounced as above,
but spelled "Library")

The library is open before and after school. At these times you do not need a pass. During school hours you must have a pass from a teacher.

Your library is to be used for research, study and reading.

Books may be checked out overnight or for a two week period and may be renewed one time when necessary.

BUT MY FOOT HURTS!!

Excuses from physical education class because of minor illness or injury are obtained from your physical education teacher by a written request from your parent. Long term excuses from your doctor or parent are to be cleared through the nurse.

PHYSICAL EDUCATION

Physical education is required by the California Educational Code. The curriculum includes a variety of team sports, individual activities and dance.

1. All students should have a regulation uniform, which consists of white T-shirt and blue shorts, sweat socks and tennis shoes. Athletic supporter is recommended for boys. Sweat pants and sweat shirt are recommended for cold weather.
2. A combination lock must be provided by the student to lock up personal belongings. These locks may be purchased at the ASB store.
3. Showers are required.

EDGEWOOD PRESS INC COVINA CA 91723 1394

Sample page reprinted with permission from Bell Junior High School Student Handbook, San Diego, CA

EXHIBIT 15

PLANNING YOUR CHILD'S HIGH SCHOOL CAREER

Dos Palos offers a wide range of general, vocational, and college preparatory courses. We also provide many athletic and extracurricular activities designed to meet the varied needs of our students. As you and your child work with the high school counselor to plan his or her high school career, try to take advantage of as many of these opportunities as possible.

1. Define short and long term life goals.

Whether your child is one who has always known exactly "what I want to be when I grow up", or one who is still unsure and is keeping his/her options open, you will want to discuss this carefully and often. Keep the lines of communication open. Ask questions. What do I want to be doing one, five, fifteen years from now? College? Vocational school? My own business? Marriage and a family?

2. Discuss how to achieve these goals.

What skills do I need to have in order to get where I want to go? What do I need to know in order to adapt to an ever changing world?

3. Define high school goals.

In order to get where I want to go, do I need to take primarily vocational courses or college preparatory courses? What are the entrance requirements of the college or school I want to attend after high school? What extracurricular activities will help me learn the skills I need to adapt and thrive in the world of the future? What courses should I take if I have not made up my mind yet about college and career?

4. Use the chart below to set up a tentative four-year plan. The following pages contain a list of graduation requirements and course titles. Each spring the counseling office publishes a Registration Handbook with full course descriptions. Review the tentative plan with the school counselor.

Tentative four-year plan (based on 1988 requirements)

9	10	11	12
1. English	English	English	
2.	Life Science	Physical Science	
3 Math	Math		
4 (PE)	(PE)		
5 (Social Studies)		U.S. History	Government
6 Applied/Fine Arts	Applied/Fine Arts	Applied/Fine Arts	Applied/Fine Arts
7			

For what career are you preparing?______________________________

What extracurricular activities will you become involved in?______________

Sample page reprinted with permission from *Parent Handbook*, Dos Palos High School, 1987

Order and Discipline

✓ A **Conduct and Behavior Code** which must be signed by parents and students lists logical consequences for unacceptable behavior.

✓ **Assertive discipline** classroom charts are posted.

✓ A **Saturday School** (8:00 to 12:00 p.m.) is held for students who break the code.

✓ **Guidance Councils** composed of teachers, counselors, and administrators are used to discuss possible solutions to individual problems.

✓ A reciprocal **involuntary transfer** program for substance abuse offenders keeps students in school and learning.

✓ A **positive reinforcement** system is maintained.

Sample pages reprinted with permission from Twin Peaks Middle School, Poway, CA 1984

Concentration on Academic Learning Time

✓ ALT is featured with **sponge ideas** at faculty meetings.

✓ **Warm-up booklets in math and writing** keep students at task in transition periods.

✓ The **Study Skills Guide** specifies 1 to 1½ hour non-negotiable **homework** daily.

✓ In a recent **Effective Schools Study** Twin Peaks teachers had an average of 83% **time-on-task** with minimal student time in **transition and socializing.**

Positive School Climate

✓ A **spirit of pride** is emphasized in student activities.

✓ **Ram-grams** are used to reward positive behavior and achievement.

✓ Positive programs such as **Outdoor Education, 6th Grade Olympics, Court House Trips, Yearbook,** and **Band** add excitement to the regular academic program.

✓ A **revolving schedule** finds every student in each class during prime learning time sometime each week.

✓ **Cross-age teaching** teaches caring.

8
DISCIPLINE

9
A.L.T.

10
POSITIVE CLIMATE

EXHIBIT 16

Regular and Frequent Monitoring of Student Progress

✓ A week of **parent conferences** is attended by 60-70% of parents.

✓ Nine week **report cards** are computerized; six week progress notices handwritten by teachers.

✓ **"Success plans"** are the goal of guidance councils.

✓ Study skill requirements include a three-ring binder, weekly **assignment sheets** and **homework** calendars.

✓ A seven stage **remedial reading lab** provides nine week and 18 week sessions for students performing below grade level.

✓ **Basic Writing** classes and **Level I Math** classes have 10-15 students per teacher.

✓ **E.S.L. classes** use the Laubach method to teach English.

Opportunities for Meaningful Student Responsibility and Participation

✓ **Associated Student Body officers** are elected in an annual **Nominating Convention**.

✓ Students serve on **School Site Council** and **PTSA** Board.

✓ **Community Service** activities are part of ASB.

✓ A **Campus Beautification Day** occurs yearly.

✓ The **Intramural program** has 19 teams with 1/3 of the students participating.

✓ **Sports competition** occurs in an All-Star follow-up of intramurals.

✓ **Spirit Day activities** such as musical chairs, coke bottle balance, and pickle eating contests occur on Fridays.

✓ **Numerous clubs** are open to any student.

✓ Productions such as **concerts, plays, teas, science fairs,** and **fashion shows** occur frequently.

Teacher Efficacy

✓ **Team leaders** have responsibility for curriculum implementation and organization.

✓ A **Principal's Cabinet** meets regularly to make policy and procedure decisions.

✓ Teachers are paid a stipend to attend **Clinical Teaching** workshops and participate in peer follow-up assignments.

✓ **Staff Development** plans are made by Cabinet participants based on goals.

✓ **Pilot projects** are encouraged and supported.

✓ **Regular staff meetings** serve as a forum for discussion on program improvement.

EXHIBIT 17

BEHAVIOR

Students are expected to follow the rules and regulations of Dos Palos High School as detailed in the Student Handbook they receive each September. Please go over this handbook with your child as soon as school starts. Students must show respect for the rights and property of their fellow students, staff, and the school itself. Failure to do so may result in one or all of the following:

1) conference with teacher, vice-principal, and/or principal
2) parent conference
3) after - school detention
4) suspension
5) involuntary transfer to Westside High School
6) expulsion

DRESS CODE

All pupils who go to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school or shall be required to prepare themselves for the schoolroom before entering.

1. All pupils shall be neat, clean and attired appropriately for a school situation.

2. No sunglasses, hats or caps are to be worn in class except for verified medical reasons.

3. No obscenities are to be worn at any time. There is to be no writing in reference to or glorifying alcohol, drugs or sex.

4. Students are not allowed to come barefooted to regular school activities.

5. Specific groups may impose additional dress and groom regulations on their membership because of the particular needs of specialized activities.

6. The administration has an obligation to take action to control any conditions pertaining to grooming or dress, whether or not specifically mentioned in these rules and regulations, when safety, neatness, health, cleanliness or morality appear in the judgment of the principal or his designee, to require immediate action.

SMOKING

The Board of Trustees has adopted a policy that prohibits the use of tabacco on campus. -- Students will not be allowed to have cigarettes or chewing tabacco in their possession on the school grounds at any time.

SUBSTANCE ABUSE

THE USE OF DRUGS AND ALCOHOL ON CAMPUS WILL NOT BE TOLERATED.

Penalties for those who are caught will be:

1. Teachers make referral to Vice - Principal or Principal.

a. If one administrator substantiates teacher's diagnosis, he will call for a third opinion. If there is no question the following action will be taken:

1. Notify parents
2. Suspend for two days
3. Notify police if illegal drug in possession
4. Student may take breath test to prove he/she is innocent
5. After suspension—
    a) 2 month counseling session with drug abuse counselor; 8 sessions, the first of which should be attended by parent
    b) If student and parent refuse counseling, the student will be placed in continuation school for the remainder of the school year.

Second offenders:

1. Notify police and parents
2. Automatic transfer to continuation school.

Sample page reprinted with permission from *Parent Handbook*, 1987, Dos Palos High School

EXHIBIT 18

School Rules

School rules at Tierra del Sol apply to everyone, both in a classroom and outside. Some of these rules are made for reasons of safety, some are to help keep our school attractive and others are made for common courtesy to other people. Please learn these rules and follow them.

1. Do not run outside or inside of school buildings. Be careful for your own physical safety and the safety of others.

2. Gum and sunflower seeds are not allowed on the campus at any time.

3. Do not bring firecrackers, matches, cigarettes or other dangerous or illegal objects to school.

4. When you speak, use language which is appropriate in school, not foul language.

5. Throw all trash in the trash cans.

6. Do not write or make any marks on school buildings, walls, textbooks, desks, chairs or any other school property.

7. Bicycles and skateboards are not allowed on campus at any time.

8. Be courteous to other people and respect their rights and property just like you would want them to respect yours.

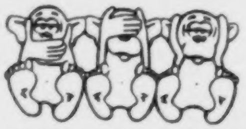
9. Any game or activity involving tackling is prohibited. Athletic equipment is available on a check out basis at school. Please leave bats, mitts, balls, etc. at home.

10. Arrive to school and your classes on time.

11. Always come to school prepared to learn. Bring your materials and completed assignments to class daily.

12. If you are having problems with a student or group of students, you must notify your teacher, the school counselor or vice-principal who will help you solve the problem.

    If instead you choose to fight, your parents will be immediately notified. You will probably be sent home and assigned Saturday School or suspended.



Sample page reprinted with permission from Tierra del Sol Middle School Handbook. Lakeside, CA

General Classroom Rules

1. Talk only when you have permission.

2. Keep your hands to yourself.

3. Bring your pencil, homework and books to class every day.

4. Be in your seat and ready to work at the proper time.

5. Use your class time wisely.

6. Do not tip back in your chair.

7. Stay in your seat unless you have permission to get up.

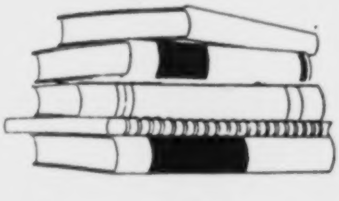
HIGH EXPECTATIONS

Please use proper judgement when dressing for school. Pupils at Tierra del Sol come to school looking clean and neat. Clothing which has images of alcohol, drugs or tobacco products is not appropriate at school and your parents may be contacted if these items are worn.

● THE SALESMAN

Selling candy bars, peanuts, or other items on campus is prohibited. All charitable and promotional sales must be approved by the Principal or Vice Principal.

● YOU ARE RESPONSIBLE



Students are responsible for school materials which are checked out to them. This includes all books, educational materials, and school equipment. If any items are lost or damaged, the student will be required to cover damage or replacement costs.

Industrial arts, home economics and other electives, such as art, charge fees for materials which are consumed, fabricated or used in the creation of items taken home by the students.

SOCIAL STUDIES - SCOPE AND SEQUENCE

Each student in his/her respective grade level will be exposed to each of the concepts listed for that grade level. The concepts listed shall be considered the minimum for the curriculum.
Note - * indicates priority skill area(s)

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
*CHILD'S ROLE IN THE COMMUNITY *MAKE AND READ SIMPLE NEIGHBORHOOD MAP *WHAT PEOPLE DO (JOBS) *CURRENT EVENTS SCHOOL AS A COMMUNITY NEIGHBORHOOD HELPERS CITIZENSHIP OUR AMERICAN HERITAGE AND NATIONAL HEROES HOMES IN OTHER LANDS HOLIDAYS	*THE WORLD: Communities in other lands Geography Maps People and their interdependence Family structure What people do (jobs) Products Clothing Shelter Language *CURRENT EVENTS WORLD HEROES PATRIOTIC CELEBRATIONS HOLIDAYS AND FESTIVALS LOCAL: Dairy and Bakery Garden and Greenhouse Markets and Stores	*HISTORY AND DEVELOPMENT OF LOCAL COMMUNITY *AMERICAN INDIANS AND PIONEERS *FLAT MAPS AND THE GLOBE *CURRENT EVENTS TRANSPORTATION COMMUNICATION COMMUNITY HELPERS KINDS OF CAREERS CLOTHING, FOOD, AND SHELTERS SOME GREAT AMERICANS HOLIDAY AND FOLK CUSTOMS	*HISTORY AND DEVELOPMENT OF CALIFORNIA *RELATIONSHIP OF CALIFORNIA TO ITS REGION, THE WORLD, AND THE NATION *CALIFORNIA GOVERNMENT *USE OF MAPS AND GLOBES *CURRENT EVENTS GEOGRAPHIC AND CLIMATIC REGIONS OF NORTH AMERICA ECONOMICS (supply and demand)	*HISTORY OF THE UNITED STATES *MAP AND GLOBE SKILLS *CURRENT EVENTS	COUNTRIES AND CULTURES OF THE WESTERN HEMISPHERE *MAP AND GLOBE SKILLS READING CHARTS AND GRAPHS *CURRENT EVENTS WORLD GEOGRAPHY MYTHOLOGY AND ANCIENT CULTURES

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EXHIBIT 19

EXHIBIT 20

SAN DIEGO CITY SCHOOLS
POINT LOMA HIGH SCHOOL

SYLLABUS

Mrs. Gorman
Spanish 9-10
No. 2329/23296

COURSE OBJECTIVES:

1. Enjoy the study of Spanish literature.
2. Perfect speaking ability.
3. Reinforce grammatical skills.
4. Write compositions in Spanish on a variety of topics.
5. Participate in group discussions.
6. Prepare individual and group projects.
7. Expand vocabulary.
8. Improve study habits and learn to budget study time.
9. Share different cultural backgrounds.
10. Explore career opportunities.

COURSE CONTENT:

This course will consist of weekly discussions, grammar lessons, compositions, reading and some literary analysis. Students wil expand their appreciation of the Spanish language and Hispanic cultures through the following activities:

1st Quarter:	Group project. Students will present a skit in Spanish. Duration of project: Minimum of 10 minutes.
2nd Quarter:	Individual project: Students will present a demonstration. Duration of project: Minimum of 10 minutes.
3rd Quarter:	Group project. Students will present a play based on a Spanish theme. Duration of project: Minimum of 30 minutes.
4th Quarter:	Individual project. Students will explore career opportunities. Duration of project: Minimum of 10 minutes.

HOMEWORK:

Homework will be given to support and enrich classwork. As advanced students you will be expected to spend 3-4 hours a week on homework. A large portion of this homework will be dedicated to study time where you will absorb and understand the material presented in class. Students will be responsible for learning this material. Unannounced quizzes will be administered to insure that the homework is being completed.

EXHIBIT 21

Northmont Elementary School Curriculum Guide

Dear Parents and Students:

The intent of this curriculum guide is to give you a general idea of some of the skills and concepts which will be introduced to our students during the year. This does not mean our students will master all of these skills and concepts this year, since the abilities, readiness level, motivation, and effort of students vary a great deal. These concepts and skills will be reviewed and reinforced at other grade levels. We hope this information will be of value to you.

Thank you.

Joan Heraty

Northmont Staff
(Joan Heraty, Principal)

Note: In combination classes, the social studies, science, and P.E. concepts of the higher grade level are taught.

Social studies and science concepts to be taught this year are subject to change since we may be receiving new curriculum materials in these areas.

GRADE 1

Oral Reading:

Reads orally with expression and fluency.

"What is this?" said the little old man. "What is this I see at my gate? Will you come in, Little Duck?" "Yes I will," said the duck. "I will walk in at your gate." And he did. "Come with me," said the little old man. "Come for a walk with me. You will see something you like." "Good," said the little duck. "Here I come. I will go for a walk with you." And he did. What did Little Duck see? He saw a pond. He saw a big blue duck pond. "I like this big blue pond," said Little Duck. "This is the pond for me. I will walk in. I will make my home here." And Little Duck did.

Reading Comprehension:

Comprehends when reading.

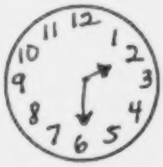
Bud lost his money. If fell into the water. Then Patty swam down, down, down. At last she came up. In her hand was Bud's money. "Thank you, Patty," said Bud.

1. What is the main idea?
   (a) Bud was lost
   (b) Patty found Bud's money
   (c) The children went to school

(Barnell Loft - Unit 4)

Math:

1. 5 ___ 3 (<, >, =).
2. 3 ___ 5 (<, >, =).
3. Write twenty-seven.
4. Read 56.
5. Count to 100.
6. 48, 49, ___, 51.
7. What time is it?



8. 1 nickel + 3 pennies =
9. 2 dimes + 1 nickel =
10. 53 + 21 =
11. 53 - 21 =
12. 5 + ___ =
13. 9 - ___ =

Answers:

1. >
2. <
3. 27
4. Fifty-six
5. ---
6. 50
7. 2:30
8. 8¢
9. 25¢
10. 74
11. 32
12. 2
13. 6

GRADE 1

Reading

Word Recognition (Fry and Dalch Lists):

Recognizes "instantly" most common words found in reading.

a
about
across
and
any
are
ask
at
away
all
am
an
at
after
as
around
be
bed
been
bird
boat
boy
but
big
blue
black
but
by
brown
can
come
came
call
cold
could
day
did
do
does
down
eat
each
find
for
funny
fast
fly
from
first
girl
go
going
good
green
give
gave
get
got
hard
have
he
here
his
home
house
had
help
him
her
his
has
I
in
is
it
into
if
just
jump
know
little
like
look
let
live
long
me
mother
my
make
may
many
made
number
no
now
not
new
of
on
one
old
out
over
other
oil
or
play
put
part
people
run
red
ran
round
said
saw
see
she
shoe
so
some
stop
soon
the
this
to
two
three
ten
that
their
they
them
time
then
these
than
there
up
under
use
want
was
way
we
went
with
what
were
when
why
who
will
water
would
write
which
word
you
yellow
your

GRADE 1

Spelling Rules

1) No English words end in v (give, have, love, live).
2) All contractions have apostrophes to show where letters are missing (I'm, can't don't).
3) Abbreviations begin with a capital letter and end with a period (Mr., Mrs., Dr.).

	1 (ă)	2 (ĕ)	3 (ĭ)	4 (ŏ)	5 (ŭ)	6 (ā)	7 (ē)	8 (ī)
1.	am	bed	fish	on	rug	came	behind	mine
2.	at	bend	if	dog	sun	gate	deep	time
3.	an	get	in	got	much	gave	we	line
4.	and	pen	is	not	cub	game	she	life
5.	as	open	it	off	club	make	he	nice
6.	ask	went	chin	top	up	made	see	I
7.	any	let	hill	drop	under	bake	eat	ice
8.	after	leg	his	chop	run	same	he's	side
9.	back	tell	with	mother	fun	save	he'd	I'm
10.	fast	then	will	spot	funny	baby	feel	inside

	9 (ō)	10 (ū/ȳ)	11 (ing)	12 (ed)	13 (s)	14 (oo)	15	16
1.	boat	rule	going	wanted	wants	school	across	can
2.	goat	ruler	wanting	talked	makes	roof	about	can't
3.	home	tube	trying	walked	gets	room	art	could
4.	toe	true	having	looked	lives	bedroom	around	would
5.	no	cube	sending	called	loves	door	away	should
6.	go	mule	crying	liked	gives	good	all	don't
7.	won't	cry	doing	loved	looks	moon	are	won't
8.	don't	dry	talking	lived	books	spoon	afternoon	I'm
9.	home	try	coming	pulled	cooks	took	arm	he's
10.	so	shy	falling	pushed	things	look	farm	she's

	17	18	19	20	21	22	23	24
1.	did	her	love	happy	snow	they	never	hat
2.	big	him	have	funny	blow	your	always	shoe
3.	ball	land	live	was	father	you	sometimes	pants
4.	all	jump	long	saw	mother	when	park	socks
5.	day	red	short	us	there	sat	dark	shirt
6.	away	rat	small	to	them	hat	mark	dress
7.	fat	put	put	school	then	sometimes	there	coat
8.	for	play	pull	said	thing	something	where	boots
9.	girl	out	man	sand	this	somewhere	storm	Mr.
10.	boy	our	little	sit	they	pull	corn	Mrs.

GRADE 1

Reading

1. Recognizes "instantly" most common reading words (p. 3).
2. Reads orally with expression and fluency (p. 4).
3. Comprehends when reading (p. 4).

Language

Oral

1. Follows oral directions.
2. Constructs oral sentence responses.
3. Listens to, follows, and contributes to group discussions.
4. Retells a story in sequence.

Written

1. Copies simple sentences.
2. Composes simple sentences.
3. Composes simple stories.
4. Capitalizes the first word of sentence, names and I.
5. Punctuates the end of every sentence.
6. Prints capital and small letters with correct letter form and spacing (p. 5).

Spelling

1. Spells common writing words correctly in daily work and weekly tests (p. 6).

Math (p. 7)

1. Knows < (less than); > (greater than).
2. Knows place value of ones, tens.
3. Counts, sequences to 100.
4. Tells time to half hour.
5. Counts money; makes change to 25 cents.
6. Measures using a ruler.
7. Adds, subtracts 2 digit numbers with no regrouping.
8. Solves oral story problems (+ -).

Social Studies

1. Families and neighborhoods.
2. Self- Understanding.
3. Family relationships and needs.
4. Neighborhood relationships and need.s
5. U.S. (flag, capitol, 50 states).
6. Reading maps and using an atlas (directions, classroom, neighborhood, Pilgrim route, U.S.).

Science/Health

1. Plants and animals.
2. Natural features of the earth: oceans, mountains, etc.
3. How sounds travel.
4. Matter: Solid, liquid, gas, (ice, water, steam).
5. Space: Sun, planets, moon.
6. Work: Occupations and tools
7. Food and teeth.
8. Health and Safety.
9. Body Growth and change.
10. Responsibility.
11. Nutrition.

P.E.

1. Jumps rope by self and with others.
2. Throws ball underhand; catches ball thrown by partner.
3. Rolls forward and backward.
4. Supports own weight on overhead bar to count of 10.
5. Crosses ladder bar.
6. Runs across playground and back.
7. Lies motionless on floor for 2 minutes.
8. Bounces/catches balls to rhythmic music.
9. Rhythms
10. Demonstrates good sportsmanship.

School/Classroom Behavior

1. Follows school rules.
2. Is courteous and cooperative.
3. Respects rights and property of others.
4. Accepts responsibility/own actions.
5. Listens to and follows directions.
6. Works independently/shows self-direction.
7. Works without disturbing others.
8. Completes assignments on time.
9. Uses time constructively.
10. Keeps desk and papers neat.
11. Completes and returns homework.
12. Avoids needless talking.
13. Demonstrates good attention span.

WRITING SAMPLE - FIRST GRADE

I am in first grade.

I go to Northmont School

I like school.

Submitted by Karl Blitch

Parent Surveys & Interviews

Surveying parents is a way to gather information from parents about their concerns, as well as a way to communicate to parents the concerns of the school. Parent opinion can be solicited through written surveys that are sent home or printed in the school newspaper. Many parents, however, never express their views unless directly asked to do so. Face-to-face interviews and telephone interviews are a way to ensure that more parents will be represented in a parent survey.

Parent surveys should be conducted periodically and the results reported in the school newsletter and shared with the faculty. Survey results can be used to gain insights into school problems, and to design effective home-school relations programs.

Suggested areas for surveys include:

- parent opinion on how well the school is working
- desired topics for parent education
- identifying homework concerns
- determining which home-school communication techniques are working
- getting ideas on how to better inform parents about the school and its programs

Comprehensive Written Surveys

Comprehensive written surveys provide a way to gather parent opinion on a broad range of school concerns. The San Diego County Office of Education, as part of its Effective Schools Program, developed a comprehensive parent survey with questions covering the seven characteristics of effective schools: clear mission, home-school relations, opportunity to learn, instructional leadership, high expectations, frequent monitoring, and safe and orderly environment. A complete copy of the 100 item survey can be obtained from the San Diego County Office of Education.

For comprehensive written surveys for parents, see:

EXHIBIT 22: San Diego Effective Schools Parent Survey
EXHIBIT 23: Parent Survey

Written Mini-Surveys

Mini-surveys solicit parent opinion on a specific issue, such as homework, discipline policies, or school programs and events. Mini-surveys can be included as part of a school newsletter or they can be distributed separately.

Half-and-half letters are another form of mini-surveys. "Our Half" contains one specific concern or question stated by the school. "Your Half" provides space for parent response. This type of survey provides an open ended opportunity for parents to tell the school what they think regarding individual issues.

For examples of mini-surveys:

EXHIBIT 24: Parent Questionnaire on Discipline Policy
EXHIBIT 25: Mini-Survey on Homework
EXHIBIT 26: Washington Watch Back-to-School Night Survey
EXHIBIT 27: Half-and-Half Letter
EXHIBIT 28: Our Half, Your Half

Parent Interviews

Parent interviews are conducted face-to-face or over the telephone. Compared to a written survey, an interview can ensure more representative participation, greater flexibility, and more indepth responses. The drawbacks of interviews are that they are more time consuming and can be difficult to score if not carefully designed.

For many years community schools have conducted house-to-house surveys to find out how parents and citizens in general feel about their schools and what recreational or adult programs the school should offer. In a telephone survey conducted by Gotts and Purnell (1984), more than 90% of the parents contacted in four county school systems were willing to be interviewed. Telephone interviews with parents (conducted by trained volunteers) yielded useful information about the content and effectiveness of existing home-school communications. Many parents seemed happy to express themselves openly about their schools, and participating administrators found the data valuable in improving their communications with parents.

Sample telephone interview questions on home-school communications are:

EXHIBIT 29: Telephone Communication Survey
EXHIBIT 30: Telephone Interview of Parents

Staff Surveys

Administrators need to know not only how parents perceive home-school communication, but also how the staff perceives their relations with parents. Surveys of the staff can help reveal staff perceptions and determine the effectiveness of the school communications. Allowing time at staff meetings for completion of the surveys will demonstrate their importance and ensure their return.

For examples of staff surveys, see:

EXHIBIT 31: How Effective Is Our Communication?
EXHIBIT 32: San Diego Effective Schools Staff Survey

For More Information....

Carney, Juanita and Chrispeels, Janet. 1984. Schools and Communities Working Together: For Effective Schools and Stronger Communities. San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111-7399.

Gotts, Edward and Purnell, Richard. 1985. Improving Home-School Communications. Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402.

McAfee, Oralie. 1984. A Resource Notebook for Improving School-Home Communications. Charleston, WV: Appalachia Educational Laboratory.

EXHIBIT 22

SAMPLE QUESTIONS FROM SAN DIEGO EFFECTIVE SCHOOLS PARENT SURVEY

KEY TO ANSWER SHEET

1 = Strongly Disagree
2 = Disagree
3 = Don't Know
4 = Agree
5 = Strongly Agree

1. I am satisfied with my child's progress in school.
2. I am proud to say my child attends this school.
3. I attend open house or back-to-school night.
4. My child's property is secure at this school.
5. My child gets to school on time.
6. To the best of my knowledge, students take pride in this school and help to keep the buildings and grounds clean and attractive.
7. Teachers stress academic achievement as a priority for their students.
8. Teachers, parents, and administrators share responsibility for maintaining discipline in this school.
9. I would be notified if my child was misbehaving at school.
10. The principal is supportive of parent groups at this school.
11. When I seek information, I can usually trust the information I receive from the school as being complete and accurate.
12. I am satisfied with the variety of extracurricular activities at this school.
13. To the best of my knowledge, not much class time is lost because of disruptive student behavior.
14. The parent organization of this school is considered important by the administration.
15. I am frequently kept informed about my child's academic progress.
16. Almost all students are expected to do well on standardized tests at this school.
17. The school provides the textbooks and other materials necessary for my child to learn.
18. The principal and/or teacher explain the meaning and use of standardized test results to parents.
19. Parents, students, teachers, and principal work together to solve problems in this school.

For complete survey contact San Diego County Office of Education.

EXHIBIT 23

PARENT SURVEY

Dear Parent:

________________ School is in the process of developing a Parental Involvement Program. Parents play an important role in the intellectual, social, and emotional growth of their children. This program will be designed to help children become more successful in school by working with their parents during these important years. In order to design a program that will meet the needs of you and your child, and help us form a better partnership, please answer the following questions and return this survey to your child's teacher.

____

Principal

----

1. What specifically would you like to know about the school? ________________

____

____

2. From what source(s) do you get most of your information about the school?

___ Newspaper

___ Children

___ Teachers, Principal

___ School Newsletter

___ Television

___ Friends

___ Other ________________________________

____

3. Would you be interested in learning about:

___ school curriculum

___ testing program in your school

___ improving your child's self-image

___ discipline and homework policies

4. What specific subjects taught would be of interest to you?

___ Reading

___ Math

___ Art and Music

___ Other ________________________________

-Continued on next page-

5. Would you be interested in becoming more involved in school affairs and/or school instruction by volunteering?

___ Yes ___ No Best time to contact me ______________________________

6. Would you be interested in attending a class or session on how parents can help their children at home?

___ Yes ___ No

7. Have you ever:

Yes	No		Would you like to? Yes	No
___	___	a. Met the principal of your child's school?	___	___
___	___	b. Met the teacher(s) of your child's school?	___	___
___	___	c. Visited a class (in session) at your child's school?	___	___
___	___	d. Attended any school function?	___	___
___	___	e. Had lunch with your child at school?	___	___
___	___	f. Visited the school for any other reasons?	___	___

8. Would you be interested in participating in a small group, coffee-discussion hour at the school?

___ Yes ___ No Best Time: ___ Morning ___ Afternoon ___ Evening

9. Check the questions below that would help you help your child. Those checked should be ones in which you would be able to participate.

___ parent-teacher conference

___ group meetings with a speaker

___ educational films

___ meetings to just talk with other parents

___ evening with the principal

10. I feel that I can talk openly with my child's teacher.

___ Yes ___ No ___ To Some Degree

I am well informed about what my child is doing at school.

___ Yes ___ No ___ To Some Degree

I feel that the teacher needs to be aware of home problems that may affect my child's work.

___ Agree ___ Disagree

-Continued on next page-

11. How effective are the following toward improved communication with your child's teacher and the school?

Open House	___ Good	___ Fair	___ Poor
Evening Grade-Level Orientation Session	___ Good	___ Fair	___ Poor
Teacher-Parent Conferences	___ Good	___ Fair	___ Poor
Parent-Group Sessions	___ Good	___ Fair	___ Poor
Class Newsletters	___ Good	___ Fair	___ Poor

12. In order for me to participate in parent education programs at school:

The meetings should be held

___ Morning ___ Afternoon ___ Evening

Child care needs to be provided

___ Yes ___ No

Transportation needs to be provided

___ Yes ___ No

13. During an average week, do you spend time with your child in the following activities?

Yes	No		Amount of Time Minutes
___	___	a. Playing together with them	___
___	___	b. Reading to them	___
___	___	c. Just talking (Do not include telling them what to do.)	___
___	___	d. Watching T.V. together	___
___	___	e. Helping them with homework	___

14. Please indicate how interested you are in knowing more about any of these areas: (If you are interested, circle 1. If somewhat interested, circle 2. If very interested, circle 3.)

a. Things to do with my child at home that are fun and educational	1	2	3
b. Whether my child is developing the way he/she should	1	2	3
c. How to help my child do better in school	1	2	3
d. Services provided by the community	1	2	3
e. Effective discipline strategies	1	2	3
f. Building my child's self-esteem	1	2	3

Thank you for taking the time to answer these important questions. Your child should return the survey to his/her homeroom teacher by ________________________.

Adapted from a survey developed by the Alabama State Department of Education.

EXHIBIT 24

PARENT QUESTIONNAIRE ON DISCIPLINE POLICY

Dear Parent:

We at _________________ School are concerned about how well we are communicating with you about school discipline. The information we gather from this questionnaire will help us determine what we need to do to be more effective in this area. We would greatly appreciate your response to the following questions:

	YES	NO
1. Are you aware of the school's discipline policy and rules?	☐	☐
2. Have you received a written copy of the discipline policy?	☐	☐
3. Do you support the school's discipline policy? If not, what are your concerns? ____________________________________ ____________________________________	☐	☐
4. If there is a discipline problem with your child at school are you contacted in a timely fashion?	☐	☐
5. If your child has had a discipline problem, do you feel most times it has been handled well and your child has grown from the experience? If no, explain _____________ ____ ____	☐	☐
6. Are you also occasionally notified when your child is behaving well?	☐	☐

MINI-SURVEY ON HOMEWORK

This year ________________ School has implemented a new homework policy. All students will have homework Monday through Thursday unless otherwise indicated. Students in grades K-3 are asked to do 20-30 minutes of school work at home; 4-6 grade students are asked to spend 45 minutes. Typical assignments include reading, math problems, writing, spelling, or a special project. The purpose of the homework is to help students develop self-discipline, practice needed skills, and extend time for learning. We need to know if these goals are being met. Please take a few minutes to complete the questions below. We will publish the results next month. The class with the most surveys returned will receive a treat. You may complete a survey for each child you have in school.

_____ Grade level of child

1. The average amount of time each weeknight my child spends on homework is ____ minutes.

2. That amount is _____ too little _____ about right _____ too much _____ don't know.

3. My child usually understands what he/she is to do for homework.
   ____ Yes ____ No

4. My child is able to complete work assignments by him/herself.
   ____ Yes ____ No

5. Are homework assignments interesting and appropriate?
   ____ Yes ____ No ____ Don't know

6. Would you like suggestions of other learning activities and games you could do with your child (e.g., kitchen science experiments, math games)?
   ____ Yes ____ No

7. Would you like additional information on how to help your child with homework?
   ___ Yes ____ No

8. Would you be interested in attending a workshop on how to help your child?
   ____ Yes ____ No

Comments: ____

____

____

EXHIBIT 26

Washington Watch

WASHINGTON MIDDLE SCHOOL 724-7115 OCTOBER, 1987 VOL. II

FROM THE PRINCIPAL !

BACK-TO-SCHOOL-NIGHT

Back-To-School Night on September 15 was a SUCCESS. Why?? Because so many of you took time from your busy schedules to visit your child's school and teachers. Your commitment reinforced the teachers and school as an important part of your childs life.

Parent Conference Day on November 21 is our next official invitation to you, but you are welcome anytime at Washington. Be visible. Be involved.

Stephanie Tarkington
Principal

- -

Please take a minute to offer comments/suggestions on Back-To-School Night, and return it to the front office with your child. Thanks again for coming!

1. What I Liked:

2. Improvements Suggested:

3. I was unable to attend because:

Parent's Signature

Student's Name

Grade Level

EXHIBIT 27

HALF AND HALF LETTER

W. T. Newland School
SCHOOL COMMUNITY COUNCIL

Dear Parents,

In an effort to provide two-way communication between home and school, your School Community Council will be sending you this half and half letter regarding areas that need your attention. On the side marked "Your Half" we are asking you to give your opinion regarding the concern, issue or proposal that we send to you on "Our Half." Having this information will enable us to make decisions based on broader community suggestions. Thank you.

Newland Community Council Members

OUR HALF

YOUR HALF

( ) For idea
( ) Against idea
( ) Like idea but needs ______________
____
____

Please respond by completing this half and turning it in to the school office or to the Council representative in your area.

Strengths of Idea:

Weaknesses of Idea:

Reprinted with permission from Bedley, Gene. 1980. How to Recognize a Good School When You Walk Into One. Santa Monica, CA: People Wise Publications.

EXHIBIT 28

OUR HALF

Dear Parents,

As you know, we are considering having a "closed" campus for students next year. This means that juniors and seniors who presently can leave campus for lunch and breaks and then return to school would not be allowed to do so. All students would remain on campus until they are finished with classes, unless they had parental permission to leave for a dentist appointment, etc. We need to know how you feel about this issue. Please let us know.

YOUR HALF

____
Parent Signature (Optional)

EXHIBIT 29

TELEPHONE COMMUNICATION SURVEY: A SCRIPT FOR CALLERS

"Hello, my name is ____________. I'm calling for ________________ School to gather information on how well the school is communicating with parents. I have some questions that will take about 10 minutes to answer. Is this a convenient time for you to answer them? If not, when may I call you back? Of course, all your responses will be kept confidential and will be compiled with others, so that all responses remain anonymous."

1. Please tell me how you get most of your information about school. (More than one can be marked. Try to indicate degree of importance. Ask if they get any information from sources not mentioned.)

   ____ newspaper
   ____ television
   ____ principal
   ____ school newsletter
   ____ teachers
   ____ other
   ____ children
   ____ friends

2. What specifically would you like to know about the school? ________________

   ____

   ____

3. Would you be interested in learning more about:

   ____ the testing program
   ____ homework policy
   ____ special programs
   ____ the discipline policy
   ____ particular academic program

4. Do you receive the school newsletter? ____ Do you read it? ____

5. Are there any changes you can suggest for the newsletter that would make it better?

   ____

   ____

6. What could the school do to keep you better informed? ____________________

   ____

   ____

7. Do you think you are kept adequately informed about your child's academic progress? ____________________ Can you give an example? ____________________

   ____

   ____

-Continued on next page-

8. Whenever there is a problem with your child, are you contacted promptly?

____

9. Do these contacts with the school help you and the staff resolve the problem together? ____

10. Did you attend the last parent-teacher conference? (date _____________)

____ Yes ____ No

If no, why not ____

____

If yes, was it helpful and useful to you and your child? ____

Thank you very much for sharing your opinions. When we have completed the survey we will tabulate the results and publish them in the next school newsletter.

EXHIBIT 30

TELEPHONE INTERVIEW OF PARENTS

General questions for home-school communications:

A) How often do you receive communications from the school? (Examples) -- Please describe them briefly.

____

____

B) How often do you have contact with any of your child's teachers or other school personnel? -- Could you give some examples?

____

____

C) I'm sure that you're aware that in ______________ School students have various kinds of difficulties and problems. How serious do you think a problem should be before a school notifies or informs a parent?

____

____

When parents are notified about problems, in what ways do you think the school and home should work together to try to correct the problems?

____

____

D) In general, are you satisfied or dissatisfied with the amount of information that you receive from school?

____

____

(If dissatisfied): Could you please explain what the school might do for you to be more satisfied.

____

____

______________________________ Parent Name (Optional)

______________________________ Date

Telephone interview developed by Edward Gotts and Richard Purnell. Reprinted with permission from McAfee, Oralie. 1984. A Resource Notebook for Improving School-Home Communications. Charleston, WV: Appalachia Educational Laboratory.

EXHIBIT 31

HOW EFFECTIVE IS OUR COMMUNICATION?

Many public attitudes concerning the school, the district, and education in general are formed through direct or indirect contact with the school. To avoid false assumptions being made by ill-informed individuals or groups, we need to ensure that our communication network is operating effectively.

How well we as a school communicate can be judged by answering this checklist. Rate your answers on a scale of 1 to 3, with 3 being "always," 2 being "frequently," and 1 being "occasionally."

1. Families new to the school are acquainted with school policy, curriculum, and services:

   a) at the beginning of the school year ( )
   b) during the school year ( )

2. A newsletter is sent to parents and other community members on a regular basis.

3. The principal is available to respond to parents' questions and concerns. ( )

4. Parents and other community members have opportunities to voice ideas and suggestions about the school through:

   a) parent organizations ( )
   b) other (please specify) ______________________ ( )

5. Appreciation for volunteer work is expressed through:

   a) letters of thanks ( )
   b) mention in newsletter ( )
   c) social events ( )

6. Before open house and/or teacher-parent conferences, teacher and administrators discuss the most effective ways to spend the time. ( )

7. Teachers are encouraged to contact parents with good news as well as bad through:

   a) notes ( )
   b) happy grams ( )
   c) phone calls ( )
   d) other (please specify)______________________ ( )

8. Parents are encouraged to meet with teachers to discuss their children's progress. ( )

9. Teachers and/or administrators make home visits. ( )

-Continued on next page-

10. Teachers invite parents and other community members to observe their class. ( )

11. The staff is kept informed about school and district events through:

   a) meetings ( )
   b) memos ( )
   c) newsletters ( )
   d) other (please specify) ______________________________ ( )

12. Time is set aside at staff meetings for a specific discussion on improving community relations. ( )

13. As a school we keep our community informed of our activities through:

   a) radio ( )
   b) television ( )
   c) newspapers ( )

Score one point for each time you check "occasionally," two points for "frequently," and three points for "always"; then add up the total number of points scored.

If you earned 0-21 points, your school-community communication needs a lot of work. If you scored 22-42, your school is doing a fair job - but it's still not enough to get the support you need. If you earned 43-50 points, your school is doing a fairly good job. If you earned 51-66 points, congratulations!

Here are some additional questions that help us review our communication. Keep this inventory and periodically refer to it. It may assist in the future. There are no "correct" or "incorrect" responses.

	YES	NO
Has a questionnaire ever been sent to parents and/or other community groups asking them what they would like to know more about in relation to the school?	( )	( )
Are parents and/or other community groups kept up-to-date with the accomplishments of the school as well as the problems your school has (space, discipline, theft, etc.)?	( )	( )
Are phone calls from parents and other community members returned as soon as convenient?	( )	( )
Is the educational value of outings such as field trips fully explained in notes to parents rather than notes sent home simply requesting parental permission for the child to participate?	( )	( )

-Continued on next page-

Is there a specific person who has been assigned to act as news-gatherer and disseminator to the media?	( )	( )
Are members of the nonprofessional staff helped to feel as if they are part of the school team by:	( )	( )
a) inviting them to appropriate staff meetings?	( )	( )
b) keeping them informed about the operation of the school?	( )	( )
Do staff members and the administration belong to community service clubs or organizations?	( )	( )
Has the school hosted senior citizens, service club members, or business people in the last few months?	( )	( )
Are teachers and parent groups encouraged to write to their legislators about proposed legislation or current conditions affecting education?	( )	( )
Do new families to the school gain the impression that the school cares through:		
a) a letter welcoming them to the district?	( )	( )
b) a "buddy system" that assists their child to settle in?	( )	( )
c) visits by the teacher?	( )	( )
d) invitations to visit the child's class?	( )	( )
Is there provision for displaying up-to-date newspaper clippings and other material concerning your school, staff, and pupils?	( )	( )
Are visitors to the office acknowledged promptly and helped in a friendly, understanding manner?	( )	( )

Adapted from and reprinted with permission of the Queensland Australia Department of Education.

EXHIBIT 32

Sample Questions From

THE SAN DIEGO COUNTY EFFECTIVE SCHOOLS SURVEY (Staff)

KEY TO ANSWER SHEET:
1 = Strongly Disagree
2 = Disagree
3 = Don't Know
4 = Agree
5 = Strongly Agree

Home-School Relations

1. Parents are aware of discipline policy.
2. The parent organization is considered important by administration.
3. Phone calls, newsletters, regular notes, and conferences are ways most teachers communicate with parents.
4. Activities of parent group support school's goals.
5. Parent/teacher conferences relate to student achievement.
6. Parents share ideas for school improvement with admin./staff.
7. Parent/teacher conferences result in specific plans for cooperation.
8. There is an active parent group.
9. Most parents support school personnel when their child is disciplined for violation of rules.
10. Parent organization is considered important by teaching staff.
11. Teachers invite parents to observe instructional program.
12. Parents invited/attend school activities (sports/plays/etc.).
13. 75% plus parents attend open house/back-to-school night.
14. Most parents have clear understanding of school's goals.
15. Most parents rate this school superior.
16. Teachers communicate with parents about good more than bad.
17. Parents frequently initiate contacts with classroom teachers.
18. Cooperation between parents/teachers regarding homework monitoring.
19. Parents and/or community members are frequent volunteers
20. Almost all students complete assigned homework.
21. Teachers contact parents on a regular basis.
22. Students' homework is monitored at home.
23. 90% to 100% parents attend scheduled parent/teacher conference.
24. Teachers and parents aware of homework policy.
25. Most parents aware of instructional objectives.

EFFECTIVE SCHOOLS SURVEY (Cont.)

Safe and Orderly Environment

1. Students are taught the school rules.
2. It is safe to work after students are dismissed.
3. Students are accountable for maintaining school rules.
4. This school is a safe and secure place to work.
5. Vandalism by students is not a problem.
6. There is a positive school spirit.
7. Students/staff take pride in the school and help keep buildings and grounds clean and attractive area.
8. Most students are eager and enthusiastic about learning.

High Expectations

1. I consistently hold high academic expectations for student.
2. Most teachers believe all students can achieve subject standards.
3. All students are expected to be successful in school work.
4. Teachers expect over 95% will graduate from high school.

Using the Telephone

In addition to using the telephone as a means of collecting information from parents (see previous section on Parent Surveys and Interviews), the telephone can also be used to communicate with parents. Schools are using automatic telephone answering or message machines to provide information to parents on a call-in basis. They can provide information on topics similar to those addressed in school newsletters or handbooks, but in an oral rather than written form. Messages can be recorded in the languages spoken by the parent community.

Automated telephone systems or telephone answering machines can be used in a variety of ways:

- The telephone can serve as a recorded bulletin board giving time, date, and place for up-coming parent meetings, extracurricular activities, and school events. These messages are changed regularly.

- The telephone system can provide pre-recorded information on district or school specific programs such as busing schedules, school lunch programs, and integration or magnet school options.

- The telephone can be used to give pre-recorded information to students and parents on general topics of concern such as drug and alcohol abuse, ways for parents to help their children succeed in school, school laws, and testing. A card is distributed to all parents which lists the available pre-recorded messages.

The advantages of automated systems are that they are inexpensive to operate and the caller can remain anonymous. However, callers need to be given numbers where they can get additional help. For information on telephone homework hot lines see the section on "Homework" in this book.

For an example of an automated telephone information system, see:

EXHIBIT 33: EdInfo Telephone Messages (English & Spanish)
EXHIBIT 34: Sample EdInfo Script

Notification of Student's Absence

The telephone is especially useful for notification of student absences and tardies. Schools use clerical staff and parent and community volunteers to call parents to notify them promptly of a student's absence or tardiness. Schools that consistently practice this have found that the number of absences and tardies decrease significantly. Callers from the school make the expectations clear to parents. The expectations are expressed that school and parents have a responsibility to see that the student gets to school regularly and on time, and that parents should notify the school promptly whenever the student is absent.

Notification of absences and tardies can also be done by an automated telephone message device. This method allows the person answering to give a response which is recorded. The use of the recorded message is especially expedient for large schools.

When schools are using volunteers to call to notify parents of student absences and tardies, they need to provide special training. Providing a script for volunteers to follow, and giving them ideas on how to handle potential problems is important. For an example, see:

EXHIBIT 35: Script for Parent Notification of Student Absences

EXHIBIT 33

EDinfo

Messages for Parents and Students From the San Diego County Office of Education

In San Diego, call **292-3641.** In toll areas, call **1-800-527-7883**

24 HOURS A DAY FROM ANY TOUCH TONE TELEPHONE
Select the message and enter the number when the computer requests it.

Home-School Working Together

110 Parent Involvement Makes a Difference
111 Parent-Teacher Conferences
112 Trouble in School? How to Get Help
113 Is Your Child Becoming a Dropout?
114 Alternatives to Dropping Out
115 Dropped Out: What Are the Options?
116 Homework: How Parents Can Help

Parents As Teachers

117 It's Not Easy to Be a Parent
118 Learning at Home and in the Community
119 Building Self Esteem
120 Preparing Your Child to Begin School
121 Getting Your Child to Talk About School
122 Developing an Active Learner
123 Teaching Children to Make Decisions
124 Safety Tips for Children
125 Reading Begins at Home
126 Controlling Television Time

Special Programs

127 What Is Special Education?
128 What Is an IEP for a Special Education Child?
129 What Is Gifted Education?
130 What Is Bilingual Education?
131 Tutoring Services
132 Childcare for Working Parents

School Laws: Parent Rights/Responsibilities

133 Requirements for School Enrollment
134 School Attendance
135 School Discipline
136 Suspension, Expulsion: Parents' Rights

All About Tests

137 Why Teachers Give Tests
138 Preparing Your Child for Tests
139 What Are Standardized Tests?
140 High School Graduation Requirements?
141 What Is the GED?
142 What Is the California High School Proficiency Exam?

College and Career Opportunities

143 Life After High School
144 Career Planning Begins in Kindergarten
145 Developing a Game Plan for College
146 Financial Aid for College
147 Disabled Student Access to Higher Education
148 What Is the Regional Occupational Program (ROP)?

Drug Information

310 "Just Say No" Clubs
311 Is There a Chemical Problem in Our House? A Parent's Drug Quiz
312 Do I Have a Chemical Problem? A Student Quiz
313 Side Effects of Marijuana
314 The Effect of Marijuana on Driving, Flying and Operating Equipment
315 General Information on Cocaine
316 Is Cocaine Addictive?
317 What Are the Effects of Using Cocaine?
318 Inhalants
319 Stimulants: Crystal-Methamphetamine
320 PCP
321 Quaaludes and Sopors
322 Drug Abuse Information for Parents Only
323 For Parents: What You Need to Know About Marijuana
324 Speed Still Kills
325 Designer Drugs Aren't Fashionable

Alcohol Information

326 What Is Alcoholism?
327 Party Time
328 Fetal Alcohol Syndrome
329 Helping the Family of the Alcoholic Cope
330 Teenage Alcoholics
331 Mixing Drugs and Alcohol
332 Women Alcoholics
333 Facts for Teenagers About Drinking
334 Warning Signs of Alcoholism

Emotional/Health Concerns

335 Suicide: Facts and Myths
336 Teenage Suicide
337 Stress in Adolescence
338 Managing Stress
339 Depression
340 Depression in Children and Adolescents
341 Sexual Abuse of Children
342 AIDS #1—What Is A.I.D.S. (Acquired Immune Deficiency Syndrome)?
343 AIDS #2—How Contagious Is AIDS?
344 AIDS #3—What Are the Symptoms of AIDS?

If you need more help or have suggestions, call
292-3644, San Diego County Office of Education
233-7862, San Diego City Schools

WELLS FARGO BANK
EDInfo is made possible by a grant from Wells Fargo Bank Foundation
Equipment donated by San Diego Gas and Electric
Messages recorded by KFMB

EDinfo

**Mensajes para los Padres y Estudiantes
De la Oficina de Educación
del Condado de San Diego**

De San Diego, llame **292-3641** O sirvase llamar (sin cargos) Al **#1-800-527-7883**

24 HORAS AL DIA DESDE CUALQUIER TELEFONO DIGITAL
Seleccione el mensaje marque el número cuando la computadora se lo solicite

El Hogar Y La Escuela Trabajan Juntos

210 La diferencia está en la participacion de padres
211 Conferencias entre padres y maestros
212 ¿Hay problemas escolares? ¡Cómo buscar ayuda!
213 ¿Su hijo está en riesgo de dejar la escuela?
214 Alternativas en lugar de dejar la escuela
215 Al dejar la escuela ¿Cuales son las opciones?
216 La Tarea ¿Como pueden ayudar las padres?

Los Padres Como Maestros

217 No es facil ser un padre de familia
218 Aprendizaje en casa y en la comunidad
219 La formacion del amor propio
220 ¿Cómo preparar a su niño para comenzar la escuela?
221 Creando un ambiente para que su hijo hable de la escuela
222 El desarrollo del estudiante activo
223 La preparacion de los niños para hacer decisiones
224 Sugerencias de seguridad para niños
225 La lectura en voz alta en casa
226 El control del tiempo de la televisión

Programas Especiales

227 ¿Qué es la Educación Especial?
228 ¿Que es un Programa Educacional Individualizado?
229 ¿Que es la Educacion para Dotados?
230 ¿Qué es la Educación Bilingue?
231 Servicios de Tutores
232 El cuidado de niños para padres que trabajan

Leyes Escolares

233 Requisitos para la inscripcion escolar
234 Asistencia escolar
235 La disciplina escolar
236 La suspension y la expulsion

Todo Lo Que Se Debe Saber Sobre Las Pruebas

237 ¿Por qué los maestros dan pruebas?
238 Preparando a su estudiante para los examenes
239 ¿Qué son los exámenes standarizados?
240 ¿Requisitos para graduación de high school?
241 ¿Qué es el examen GED?
242 ¿Qué es el examen de aprovechamiento de High School en California?

Oportunidades Universitarias y Vocacionales

243 ¿Qué ocurre después de High School?
244 En kinder se empieza a planear la carrera
245 El desarrollo de un plan para la universidad
246 Ayuda financiera para la universidad
247 Acceso a las universidades para estudiantes inhabilitados
248 ¿Qué es el Programa Regional Ocupacional (ROP)?

Información Sobre Drogas

410 Manuscrito sobre los clubes "Simplemente Digan Que no"
411 ¿Tenemos en Nuestro Hogar Problemas con Sustancias Quimicas Toxicas?
412 ¿Tengo Problemas con Sustancias Quimicas Toxicas?
413 Efectos Secundarios de la Mariguana
414 Efectos de la Mariguana al Conducir Vehiculos Terrestres o Aéreos y al Operar Equipo
415 Informacion General sobre la Cocaina
416 ¿Causa Adicción la Cocaina?
417 ¿Cuáles son los Efectos al Usar la Cocaina?
418 Inhalantes
419 Estimulantes La Droga Cristal Metanfetamina
420 La Droga PCP
421 Cualudes y Soporiferos
422 Informacion solo para Padres de Familia Acerca del Abuso de las Drogas
423 Informacion para Padres de Familia Lo Que Necesitan Saber sobre la Mariguana
424 La Metanfetamina o "Speed" ¿Todavia Mata?
425 Las Drogas Diseñadas No son Articulos de Moda

Información Sobre el Alcohol

426 ¿Qué es el Alcoholismo?
427 Ocasiones Festivas
428 El Sindrome Fetal Debido al Uso de Alcohol
429 Ayudando a la Familia del Alcohólico a Enfrentar el Problema
430 Adolescentes Alcohólicos
431 Mezclando Alcohol y Drogas
432 Mujeres Alcoholicas
433 Datos Básicos sobre la Bebida Para los Adolescentes
434 Señales de Advertencia del Alcoholismo

Problemas Emocionales y Sobre la Salud

435 El Suicidio Realidades y Mitos
436 El Suicidio en los Adolescentes
437 La Tensión en la Adolescencia
438 Controlando la Tensión
439 La Depresión
440 La Depresion en Niños y Adolescentes
441 Abuso Sexual en los Niños
442 SIDA #1 – ¿Qué es el SIDA (Sindrome de Inmuno Deficiencia Adquirida)?
443 SIDA #2 – ¿Cuan Contagioso es el SIDA?
444 SIDA #3 – ¿Cuáles son los Sintomas del SIDA?

**Si necesita mas ayuda o quiere sugerir un tópico adicional, llame a
292-3644, San Diego County Office of Education
233-7662, San Diego City Schools**

WELLS FARGO BANK
EDInfo ha sido posible a traves de una donacion hecha por la Fundación Wells Fargo Bank
El equipo ha sido donado por San Diego Gas and Electric
Los mensajes han sido grabados por KFMB

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EXHIBIT 34

EDInfo Theme: School Laws: Parent Rights and Responsibilities
EDinfo Message: School Discipline

Developing a sense of self-discipline is an important part of growing up. Self-discipline is crucial to learning and living a productive life. Parents and schools need to work together to set limits for children's behavior in order to help children learn self-discipline and social order.

State law gives schools the power to maintain discipline in order to establish an atmosphere conducive to teaching and learning. Each school district has a discipline policy that is guided by the California Education Code and applies to all schools in the district. Individual schools may have additional rules and regulations. These rules and policies are usually available at the school in a printed booklet.

Discipline policies should include the types of behavior that are prohibited, the consequences of those actions, and the procedures for resolving problems. The principal must communicate the details of the district and school discipline policies to parents, staff members, and students. Open House and Parent-Teacher Conferences provide an opportunity for parents to find out about the details of the school discipline policy.

In addition, the principal is responsible for enforcing the discipline policy consistently, fairly, and promptly with due regard for the rights of individuals. If you have questions or concerns about the discipline policy, the principal is you best contact person.

In general, disciplinary action occurs when a child exhibits such behavior as theft, vandalism, assault or fighting, using or selling alcohol or drugs, possessing weapons, defiance of authority or deliberate classroom disruption. Each school or district specifies the kinds of misbehavior for which a student may be disciplined.

Typical disciplinary actions may include a change in the student's program, removal from the classroom, in-school or out-of-school suspension, expulsion, or in extreme cases, filing of civil action or referral for criminal prosecution.

Ordinarily, reinstatement in school can occur only after a conference with parents and the student, and resolution of the problem. For more information on your legal rights if your child is suspended or expelled, listen to TAPE NUMBER 136, "Suspension and Expulsion: Parent's Legal Rights."

Parents can help support the school discipline policy by finding out what the rules are and reinforcing them at home. It is helpful if parents review the discipline policy and school rules with their children at the start of each school year. Help your children understand the standards of conduct required of students. Remember, when the school is safe and orderly, teaching and learning will occur for your child and all children.

REFERENCES

A Handbook for Parents . . . 1987-88, SDUSD

EXHIBIT 35

SCRIPT FOR PARENT NOTIFICATION OF STUDENT ABSENCES

School clerk or volunteer:

"Good morning (or afternoon). May I speak to ______________________. This is
parent or guardian

_________________, from _____________.
caller's name school name

I'm calling to inform you that your son/daughter, ______________________ has been
student's name

absent _____________ days since _________________. (Or is absent today.) Are
number of days day/date

you aware of these absences (or this absence)?" (PAUSE FOR RESPONSE.)

School clerk or volunteer:

"We need you to contact the school whenever your child is absent. You can either

call or write a note. It is so important that ____________________ attend school
student's name

every day. Please do all you can to encourage him/her to attend regularly. If

you would like help keeping ________________ in school regularly you may talk to
student's name

____."
counselor, principal, homeroom teacher, etc.

If student is ill for several days:

"Would you like to make arrangements to get homework and other assignments that

___________________ has missed? Please call ____________________ at __________
student's name telephone number time

to speak to ________________________________ about the needed assignments. Thank
counselor, homeroom teacher, etc.

you for supporting your child and the school in this important matter."

Special Meetings

"Meetings, meetings, meetings, not another meeting," is a lament frequently voiced by school personnel. Yet meetings cannot be overlooked as a valuable tool for communicating with parents. Meetings provide face-to-face contact that is essential in building the rapport, trust, and understanding necessary for parents and teacher to work as partners. Some meetings are schoolwide like an open house; others will be targeted for a particular group, like parents of all sixth graders. Still others will be one-on-one with a parent, such as occurs during a parent-teacher conference.

Important goals for all meetings are to convey information about the school and its programs, and to initiate and maintain a positive feeling about the school and staff.

Meetings will be more successful if those who are planning the meeting follow some of these proven practices:

- Vary the types of meetings.
- Involve a cross-section of parents in planning school meetings.
- Set an attendance target and decide how best to achieve it.
- Make sure the purpose is clear and important to parents.
- Hold meetings at times most convenient for the intended audience.
- Provide adequate advance notice.
- Have parent volunteers call other parents.
- Announce the meeting on the school marquee.
- Send follow-up reminders.
- Provide child care or involve children in the program.
- Provide transportation if needed.
- Evaluate the meeting to see if it can be improved in the future.

The following meeting ideas are some that schools have successfully tried. They include beginning-of-the-year meetings, special meetings that encourage ongoing home-school communications, and meetings that involve parents and students in learning activities. Create your own variations and add to the list.

Orientation Night

In the first week or two of school, the school hosts an Orientation Night. This meeting provides an opportunity for parents to learn about schoolwide policies and programs such as discipline, homework, extracurricular activities, scheduling, and how parents can be involved. In addition, parents may meet with teachers individually, in grade level, or by departments.

Teachers explain the curriculum, materials, classroom organization, behavior codes, expectations, and planned activities for the year. Teachers sometimes use this time to teach demonstration lessons so that parents can be exposed to the same kinds of lessons their children experience at school.

For sample agendas for Orientation Night, see:

EXHIBIT 36: "Back-to-School Night" Invitation and Agenda
EXHIBIT 37: Orientation Night Agenda

Open House

Parents are most likely to attend an Open House and be positively influenced by it if their own child's work is featured in some way, or there are presentations involving many children. One idea that has been effective is to feature a schoolwide art exhibit or science fair that culminates at the time of the Open House. To be most successful this requires much preparation, advance planning, and publicity from school staff. Parent volunteers can play an active role in organizing these special events.

Neighborhood Coffees or Teas

Small groups of 10-12 parents meet informally in a private home with the principal and perhaps one or two staff members to answer questions and discuss issues. It can also be a time when school personnel explain a program or specific curriculum. These meetings are often organized by one of the parents in the neighborhood, a school-community liaison, or other school staff. This may be a very effective way to involve reluctant parents who usually shy away from school activities.

Brown Bag Lunches

The principal meets with parents for a "bring your own" lunch and informal discussion once a month or on some other regular basis. The invitation and frequent reminders are printed in the parent newsletter. Parents are encouraged to call the school ahead of time if they are planning to attend, but unexpected guests are equally welcomed.

Another variation of this type of meeting is to invite 6-8 local business people or community leaders (who may or may not have children at the school) to come for breakfast or lunch. After an informal overview of the school and its programs, and a question-and-answer period, the visitors may want to take a brief tour of the school. This is an excellent way to keep in touch with the broader community.

Parent Classroom Visits

Parents are invited to an early continental breakfast which is followed by a classroom visit or a student performance. This type of meeting can meet the needs of working parents. Teachers can enhance the value of the visit by preparing an observation checklist for parents.

Several secondary schools have hosted a "Shadow Your Student Day." Parents register, pick up a folding chair, and follow their student for several periods. Parents stay for an early lunch and a special assembly. The incentive for students to bring their parents or another adult is an early dismissal from school for the day. In the afternoon, parents are encouraged to take their child to a museum, a park, or their place of work for an educational experience together.

For examples of observation checklists for parent classroom visits, see:

EXHIBIT 38: Parent's Guide for Observing the School
EXHIBIT 39: School Visit Record

Grandparent's Day

One way to build communication with the broader community is to invite senior citizens and grandparents as special guests. Often grandparents are the family members with time during school hours to attend. Their better understanding of the school program and expectations are communicated to parents and children, as are positive impressions of the school in general. This type of meeting requires thorough advance planning and notification of families in order to be successful. Activities can include opportunities for seniors and children to learn from each other how the "times have changed."

Examples of activities for Grandparents Day are:

EXHIBIT 40: Grandparents Day

Family Enrichment Events

Parents, students and staff come to school together for an evening or a special day in which they share a variety of learning activities. Such activities may include the use of the Media Center or Computer Lab, organized games such as volleyball or softball, use of specialized sports equipment, sharing of recreation or hobby skills such as woodworking or gourmet cooking, or special workshops on parenting, nutrition, and drug education. School staff, parents and volunteers organize, teach, and participate in the different activities as needed. Some schools may want this special event to occur as a regular monthly feature.

For a description of one school's "Family Day," see:

EXHIBIT 41: Family Day

Family Math

This home-learning project was developed at the University of California Equals Project and has been very effective both in increasing student achievement and building a positive attitude toward math. It can also help to reinforce school goals and learning objectives. Volunteer staff members and parents are trained to be facilitators of ongoing weekly sessions in which parents and students learn and play math games together. Most series last from four to six weeks.

For a description of "Family Math" see:

EXHIBIT 42: Family Math

For More Information....

Biagi, Bob. 1978. Working Together: A Manual for Helping Groups Work More Effectively. Amherst, MA: The Citizen Involvement Training Project.

Carney, Juanita and Chrispeels, Janet. 1984. Schools and Communities Working Together: For Effective Schools and Stronger Communities. San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111-7399.

Jones, Philip and Susan. 1976. Parents, Unite! New York, NY: Wyden Books.

Schindler-Rainman, E., Lippitt, R., and Cole, J. 1977. Taking Your Meetings Out of the Doldrums. La Jolla, CA: University Associates.

EXHIBIT 36

Montgomery Junior High School

"Back-To-School" Night

September 14, 1987 6:15 p.m.

COME ONE
COME ALL

Dear Parents:

The teachers and staff of Montgomery Junior High School look forward to the new school year with the same high expectations that you have for your child's growth and academic progress. We believe that parents, children and teachers alike share in the educational partnership. In an effort to support this partnership, we are beginning a Student Organizational System that will help your child organize homework assignments.

THE STUDENT ORGANIZATIONAL SYSTEM (S.O.S.) INCLUDES:

1. A loose-leaf notebook or binder that will be carried by each student. Please purchase this item for your child as soon as possible.
2. The loose-leaf notebook should contain subject dividers with identification tabs.
3. An equipment envelope containing pencils, pens and eraser should also be included in the binder.
4. Student papers, handouts, handbook, homework and notes from school will be three-hole punched and should be carried in the notebook.
5. A daily assignment sheet will be given to your child at the beginning of each week. This is the key to the entire system. Students will write down their assignments every day, subject by subject, on this sheet. Teachers will monitor these sheets to be sure that all students are keeping track of their school work.
6. We are asking that YOU SIGN YOUR CHILD'S DAILY ASSIGNMENT SHEET at the end of each week. On Mondays, the advisory teachers will review the previous week's sheets. Through this process, parents and teachers will be able to mutually monitor student assignments as well as help students learn organizational skills and assist them in becoming more responsible.

The "Back-to-School" Night for parents will be held on Monday, September 14, 1987 at 6:15 p.m. This evening activity will give you an opportunity to walk through your child's schedule and meet all of his/her teachers. In addition, each teacher will present an overview of the:

Materials that will be used in class	Homework Policy and Expectations
Skills that will be developed	Classroom Rules and Consequences
Grading System	Student Organizational System
Testing Policies and Procedures	Daily Assignment Sheet

Parents will receive a copy of the Parent Handbook which suggests ways to develop home study skills and offers ideas for parent-teacher conferences. We look forward to seeing you on September 14th! We feel that our efforts in preparing for the coming school year will help your child to experience a joy of learning, increased motivation and scholastic achievement.

Sincerely,

William G. Demos
Principal

PLEASE JOIN US!

Escuela Montgomery Junior High

"Noche de Orientación"

14 de Septiembre de 1987 6:15 p.m.

COME ONE
COME ALL

Estimados Padres de Familia de los Estudiantes:

Los profesores y demás personal de la escuela Montgomery Junior High esperan con mucho interés el nuevo año escolar, con las mismas aspiraciones que ustedes tienen por el crecimiento y progreso académico de sus hijos. Creemos que tanto los padres de familia como los alumnos y los profesores comparten de igual manera esta empresa educativa. Haciendo un esfuerzo para apoyar esta empresa mutua ya empezamos un sistema de organización para el estudiante, el cual ayudará a sus hijos a organizar las tareas en casa.

EL SISTEMA DE ORGANIZACIÓN (S.O.S.) PARA EL ESTUDIANTE INCLUYE:

1. Una carpeta o folder para cada alumno. Los estudiantes podrán comprar por su cuenta la carpeta o folder.

2. La carpeta deberá tener indicadores para dividir las materias; los indicadores llevarán rótulos con los nombres de las materias.

3. Un sobre plástico o cartera que contenga lapices, plumas y borradores, también deberá incluirse en la carpeta.

4. Los papeles del estudiante, las hojas de estudio, el manuel escolar, las tareas y los apuntes deberán tener tres perforaciones y se llevaran en el folder o carpeta.

5. Una hoja para anotar las tareas de todos los días se les dará a sus hijos, al comienzo de cada semana. Esta es la clave de todo el sistema. Los estudiantes deberán escribir en esta hoja, las tareas de todos los días, materia por materia. Los profesores revisarán estas hojas para estar seguros de que todos los alumnos están llevando la cuenta de su trabajo escolar.

6. Les pedimos que firmen la hoja de las tareas de todos los días, al principio de cada semana. Todos los lunes los profesores consejeros revisarán las hojas de la semana anterior. Por medio de este proceso, tanto los padres de familia como los profesores podrán revisar las tareas que se les asignen a los alumnos, y a la vez podrán ayudar a los estudiantes en el aprendisaje de destrezas de organización y a que adquierán el sentido de la responsabilidad.

El lunes, 14 de septiembre de 1987, por la noche, comenzando a las 6:15 p.m., se llevará a cabo una "Noche De Orientación--Regreso A La Escuela" para todos los padres de familia del séptimo año. Esta será una oportunidad para que ustedes conozcan a todos los profesores de sus hijos, si siguen sus horarios (el horario de sus hijos). Todos los profesores presentarán una resumen de los materiales y las destrezas que su hijos desarrollarán en las clases. También se hablará de las calificaciones, las pruebas, las tareas y las reglas del salón de clase. Además se revisará y se discutirá el Sistema de Organización del estudiante, incluyendo la hoja de tareas.

También se disbuirá un manual para los padres de familia. Algunas de las cosas que sugiere el manual son las formas de desarrollar destrezas para estudiar en la casa y ofrece ideas para las conversaciones que se lleven a cabo entre los profesores y los padres de familia.

¡No deje de acompañarnos!

Sinceramente,

William G. Demos
Director

EXHIBIT 37

ORIENTATION NIGHT AGENDA

I. Priorities

  A. Responsibility
  B. Integrity
  C. Academics - Time-on-Task

II. Homework (Completion of Assignments)

  A. Chart
  B. Daily Work
  C. Long-term assignments

III. Team Teaching

  A. Reading, math, (social studies)
  B. Expectations
  C. Grouping
  D. Alternate Fridays

IV. Reading

  A. Emphasis on Comprehension and Vocabulary (SAT)
  B. New Ginn series, K-6
  C. Home SSR (Grades & Rewards)
  D. School SSR

V. Math

  A. Emphasis on computation and problem solving
  B. New Scott-Foresman Series
  C. Times Tables

VI. Spelling

  A. Direct instructions and oral drills
  B. Three groups (2 aides)

VII. Language

  A. Grammar - Yes!
  B. Punctuation, capitalization etc.
  C. "Power Writing"
    1. Daily
    2. Creative and functional writing

VIII. Health/Science/Social Studies

  A. Units this year
  B. Time allotments - daily schedule

IX. Creative Arts

  A. Literature - read aloud
  B. Art
  C. Chorus and music literature
  D. Dance

X. Physical Education

  A. Aerobics
  B. Games series

XI. Classroom Management

  A. Referral system
  B. Bonus Day (Friday)
  C. Chart

XII. Parent-Teacher Communication

  A. Open classroom
  B. Volunteer

EXHIBIT 38

PARENT'S GUIDE FOR OBSERVING THE SCHOOL

Observations of the Principal

	Yes	No
1. Do children know the principal and greet him or her by name?		
2. Is the principal's presence in a classroom a natural occurrence or does it disrupt the normal classroom routine?		
3. Does the principal greet all teachers and at least some of the students and parents by name?		
4. Does the principal make you feel welcome? Do he/she and the teachers suggest volunteer work that you could do?		

Observations of the School

	Yes	No
1. Do you see other parents working as volunteers?		
2. Are school hallways decorated with children's work?		
3. Are hallways and bathrooms clean?		
4. Are playground activities well-organized and supervised?		

Observations of the Classroom

	Yes	No
1. Are classrooms decorated with attractive skills-related bulletin boards and samples of students' work?		
2. Do children seem to know and obey classroom rules? Are rules posted?		
3. Is the teacher pleasant and cheerful?		
4. Are children called by name?		
5. Is there a variety of large group, small group, and individual work being done in the classroom?		
6. Is there a place set aside for quiet study?		
7. Are there extra reading books in the classroom for children to browse through and read?		
8. Does the teacher move around the room while teaching?		
9. Are assignments and activities for the day posted on the board?		

EXHIBIT 39

SCHOOL VISIT RECORD

Name________________________ Date______________

My Child's Name________________ Grade______________

Teacher I Visited________________ School______________

Subject Being Taught______________ Time______________

My Reactions	Agree				Disagree
1. Teacher was interested in children.	1	2	3	4	5
2. Teacher was well prepared.	1	2	3	4	5
3. Children were attentive.	1	2	3	4	5
4. Learning took place.	1	2	3	4	5
5. My child was participating and learning.	1	2	3	4	5
6. I feel I will be able to help my child at home more after my visit.	1	2	3	4	5

I would like to participate more in the school by:
(check all appropriate responses)

____Helping as a school volunteer.

____Joining the parent advisory council.

____Tutoring students. Subject______________.

____Other________________________.

Parent's Signature________________________

EXHIBIT 40

GRANDPARENTS' DAY

Shasta Elementary School in Klamath Falls, Oregon, found a way to involve young and old through their annual school Grandparents' Day. Grandparents (or if there were no grandparents, students invited aunts, uncles, and other senior citizens) were asked to come and spend a day with the students at Shasta Elementary.

The purpose of the day was to help each generation understand the similarities and differences between the time when seniors were growing up and now. In the invitation, grandparents were asked to bring pictures of themselves in their youth to share with the students. In preparation for the day, students in each class brainstormed a list of questions that they wanted to ask the seniors. Teachers typed the lists of questions and gave them to each of the grandparents during the morning reception when milk, coffee and donuts were served.

Students and grandparents paired up to share what life was like—then and now. Topics discussed included life in and out of school, chores, jobs, dress, food, hobbies, games, pastimes, and changes in technology. After this get acquainted activity and exchange of information, grandparents and students worked on an artistic representation of life during these different times. The creations were then placed in the long corridors where all students and seniors could enjoy the work of each class and their grandparents.

After a recess break, each child picked a lesson to teach the grandparents so they could learn first hand what the students of today are learning in their classes. After receiving these individual lessons from students, the teachers in each class taught a reading lesson to students and grandparents alike. This was followed by students and grandparents discussing the reading lesson and completing questions together.

The day was brought to a close by a schoolwide talent show in the auditorium. Each class learned songs of the era of the grandparents. The school chorus, orchestra, and band also performed for the grandparents. Then all shared a lunch together before the grandparents and younger students left for the day. Grandparents' Day is a wonderful way to bridge the generation gap!

Recounted by Klamath Falls teacher Leslie Hartley

EXHIBIT 41

VERNON G. SMITH

Family Day: An Investment in Our Future

One Indiana elementary school strengthened the ties between students and their parents by hosting a celebration of the family—and strengthened school pride as well.

On the morning after our first Family Day at Daniel Hale Williams School (Gary, Indiana), we-did-it expressions beamed from the faces of a tired but proud and happy staff. It was a dream come true, a successful intervention program executed with precision and affection.

A few months earlier, the words from a banquet speech by Judge James Kimbrough had propelled me into action. "We've lost one generation of young people, and we are in the midst of losing another." As an elementary principal and a city councilman for nearly 14 years, I had suspected for over a decade that our young people were going astray, literally wasting away. However, to hear this idea capsulized in Judge Kimbrough's statement caused me great distress.

As I prepared to go to work the next day, I began formulating questions to pose to the faculty. Was the breakdown in family structure partially to blame for the alienation of our youth? What role could the school play in supporting or rebuilding family strength? Could we offer some kind of intervention to help families at risk?

If we could strengthen family structure for our students for even one day, we might be on our way to proving Judge Kimbrough's dire warnings wrong. In any case, we needed parents' support in our quest for academic excellence.

I began to imagine a family celebration where parents could spend the day with their children, watching films, hearing speakers, singing together, and sharing a day of learning. I presented my ideas and questions to the faculty that afternoon, and with their support we began to form committees to plan Family Day.

We set a target date for the end of the grading period when we normally would have our attendance, pride, and honor roll awards—it happened that the day fell during American Education Week. The committees immediately went into action to locate films and speakers, select activities, coordinate lunch plans, and publicize the event. Students wrote "raps" in celebration of families and sent out invitations.

Finally, it arrived—Family Day. We began the day by joining hands and encircling the school—parents, students, and staff—to recite our Family Day rap and sing our school song. Even the drizzling rain could not diminish the strong sense of pride and family spirit we felt that morning. We moved through the day with icebreakers, discussions, films, speakers, lunch, sock hop, and academics. We closed with our first grading period awards program.

"Children learned they could say 'no' to drug use and 'yes' to their parents' authority."

It was a glorious day. Parents and children shared their likes and dislikes and suggested ways to improve their family settings. They discovered each other's uniqueness and learned to cope with each other. Parents learned more about parenting, children learned they could say "no" to drug use and "yes" to their parents' authority. Parents and children danced together, the children mimicking dances of yesterday and the parents struggling to do the dances of today.

Nothing else has been half as rewarding as to see more than 200 parents involved in a full day of activities with their children. With parents' commenting, "I enjoyed this day so much" and "I learned so much" and the children with beaming faces saying, "Let's do it again," you can understand why we feel we have begun restoring school and family pride.

On future Family Days we can continue to make positive changes toward strengthening the fiber of our society. No more lost generations at this school; we count Family Day as an investment in our future. ☐

Vernon G. Smith is Principal, Daniel Hale Williams School, 1320 E. 19th Ave., Gary, IN 46407.

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EXHIBIT 42

FAMILY MATH

PROJECT BACKGROUND

FAMILY MATH is a project of the EQUALS program at the Lawrence Hall of Science. It helps parents become more involved in their children's mathematics education.

Classes are given for parents and their children by grade-level groupings. Sessions last two hours for six to eight weeks and are given in the afternoons and evenings in local schools, churches, and community colleges.

Two-day leadership workshops are offered at the Lawrence Hall of Science and at selected sites for educators and parents who want to teach FAMILY MATH courses in their own schools and communities.

COURSE CONTENT

Materials for each series of **FAMILY MATH** classes are based on the school mathematics curriculum.

Topics include arithmetic, geometry, probability and statistics, measurement, functions and relations, calculators, and logical thinking.

Materials for all activities are provided for use at home.

The emphasis is on problem-solving approaches to mathematics.

Activities are designed to supplement the school curriculum and parents are encouraged to discuss their children's math program with their teachers.

Career seminars provide families with information about the role of mathematics in their children's future studies and their own occupations.

Evaluation shows that parents find **FAMILY MATH** activities useful at home and that they are able to create a family enjoyment of mathematics.

Teachers report that students who participate in **FAMILY MATH** show improved interest and motivation in mathematics.

INFORMATION

FAMILY MATH courses and leadership workshops have been conducted in Arizona, Australia, California, Canada, Colorado, Connecticut, Idaho, Indiana, Maryland, Massachusetts, Michigan, Minnesota, Montana, New Jersey, New Mexico, North Carolina, Oregon, Puerto Rico, South Dakota, Tennessee, Texas, Vermont, Washington, and Washington D.C.

For information about the **FAMILY MATH** program, the *FAMILY MATH* book in English or Spanish, and the documentary film about the project, *We All Count in FAMILY MATH*, contact:

Virginia Thompson, FAMILY MATH
Lawrence Hall of Science
University of California
Berkeley, CA 94720
415-642-1823

Home Visits

Home visits are a unique opportunity for real two-way communication between home and school. They acquaint the home visitor with a child's family and culture, and provide a familiar setting for listening to parents' concerns and recognizing their contributions to the home-school partnership. They may be the only way of communicating with hard-to-reach parents who are reluctant to come to school meetings, who don't have a telephone, or who cannot read the written communications from the school.

Home visits can serve a variety of goals. They can be used to:

- o welcome new families to the school community,
- o survey parents for their views on school policies and programs,
- o report on student progress in school,
- o solve specific problems,
- o demonstrate home learning activities to parents.

Home visits can be conducted by teachers, community aides, or trained volunteers (parents and community members). The home visitor should be sensitive to cultural differences and always set a tone of mutual respect and consideration. In general, visits should be arranged in advance. Parents should be informed of the purpose of the visit, how long the visit will last, and be given the opportunity to request topics of interest to them. Any questions that will require parent preparation should be given in advance. If parents refuse a home visit, their wishes should be respected. Reluctant parents may be more receptive to a home visit if the visitor is accompanied by a familiar third party, such as a friend of the family, a neighbor, or a respected minister.

Guidelines for home visitors are provided in:

EXHIBIT 43: How to Prepare for a Home Visit
EXHIBIT 44: Home Visitor's Self-Evaluation Checklist

School administrators can facilitate home visits by:

- o setting the example of visiting one home per month themselves,
- o encouraging teachers to make one home visit a semester,
- o arranging time for teachers to plan and carry out home visits,
- o providing substitutes or dismissing class early to provide home visit time,
- o providing mileage reimbursement,

- offering escorts and translators to teachers willing to make home visits,
- allocating resources to hire community aides to conduct home visits.

Home Visitor Programs

While home visits by teachers represent an ideal way to establish rapport with parents and lay the foundation for a successful home-school partnership, they have not become common practice because few school districts have been willing to commit the resources and support to make home visits a regular part of teachers' responsibilities. A few districts have trained community aides as home visitors. These home visitors are trained in communication skills and in simple instructional strategies which they in turn teach to parents to use with their children. The home visitors also serve as liaisons and facilitators between parents and the school, helping the parent to become familiar with the school and community resources available to them. They help parents solve problems their child may be having at school. Most of these home visitor programs are supported by an administrative staff which provides training and materials. These home visitor programs have proven to be an effective means of reaching hard-to-reach parents and at-risk students. The following are descriptions of some home visitor programs:

Empowering Families is a training program developed by the Family Matters Project at Cornell University to train community members and parent group leaders as home visitors. The program is predicated on the belief that all families have strengths. The goal is to reinforce these strengths so that the family will be better able to help the child be successful in school. The home visitor serves as a liaison between the school and homes, helps parents identify community resources that meet their needs, and provides a support network for families. Schools interested in implementing a home visitor program will find much valuable material in this training program. For more information contact: Christiann Dean, Family Matters Project, Cornell University, 7 Research Park, Ithaca, New York 14850. Telephone - (602) 256-7660

The Home School Counselor Program has been in operation for over twenty years in Flint, Michigan. The program is funded by the school district. There are currently thirty-four home counselors trained to serve the district's 38 elementary schools. Counselors work together to serve two or more schools. These counselors serve as a liaison between home and school. They offer parent education workshops and conduct "Make it - Take it" sessions in which parents make educational games to take home. They work to meet health and welfare needs of children by providing clothing, identifying community resources for parents, and ensuring that children get needed medical attention.

Teachers work with the home counselors to identify children most in need of home visits. The program has served as a vital link between home and school. For more information contact: Home School Counselor Program, Flint School District, 923 East Keasley Street, Flint, MI 48502. Telephone - (313) 762-1211.

The Parent Facilitator Program is a nationally recognized program specifically designed to meet the needs of parents whose children are enrolled in special education programs. Parents of handicapped children have been trained as paraprofessionals to conduct home visits, initiate parent support groups, organize parent education programs and serve as a liaison between parents, the teacher, and the school district. In addition to listening to parent concerns and helping them find the resources in the community or school to best meet their child's special needs, these facilitators also share with parents specific learning strategies or games they can use with their child to promote learning at home. For further information contact: Parent Facilitator Program, San Diego Unified School District, 3401 Clairemont Drive, San Diego, CA 92117-5975. Telephone - (619) 274-0484 x 385.

Project AHEAD is run by an independent, non-profit agency funded by private foundations, grants, and some school district support. Its purpose is to help low income Black and Hispanic families in Los Angeles. Project AHEAD sends trained family consultants on a monthly basis into the home of each family enrolled in the program. These consultants work with the parents to increase their effectiveness with their children in the affective and cognitive areas of the child's development. The home visit allows Project AHEAD to bring about the participation of parents whom the school has not been able to reach through its regular outreach programs. The home visit also provides a flow of information into the home allowing the parents to make intelligent decisions on behalf of the child. The home visit builds upon the parent's role as first teacher of their child and equips the parent to create a more stimulating learning environment in the home.

In addition, the consultants organize monthly education meetings in their area, and meet regularly with principals to report on progress and hear concerns. Project staff also meet with teachers and other school personnel to help them develop their skills in communicating and working with parents. For more information contact: Genethia Hayes, Director, Project AHEAD, 4182 South Western Avenue, Los Angeles, CA 90062. Telephone - (213) 295-8582.

The programs described above are districtwide programs which require substantial resources to implement. However, schools can initiate programs on their own which require far fewer resources or administrative support. The following are descriptions of some school initiated home visits:

Chase Avenue Elementary School in El Cajon, California, initiated a Welcome Wagon home visit program. A core of six parents organized packets of materials which provided information about the school and the community including health clinics, child care services, recreational opportunities, churches, and counseling services. These parents contacted new families who had indicated when they registered their children that they would like a home visit. They answered parents' questions and delivered the material. Parents, many of whom had moved frequently, reported that this was the first time they had ever had such a welcome.

Balboa Elementary School in San Diego, California, has trained two community aides to conduct home visits. One important aspect of their visits is to contact parents who did not attend parent-teacher conferences. They explain to the parents the importance of the conference. They offer to set up a conference and to be there with the parents to support them and provide translation if needed. They also talk with the parents about the importance of their role in their child's education and urge them to play a more active part. They share activities that parents can do with their children, inform them about the resources of the school, and ask them to sign a partnership pledge. These visits have had a positive impact on parents and students, and illustrate what one school can do with even minimal funding.

Fallbrook High School in Fallbrook, California, recently recruited a community member to contact families whose students are having difficulty or missing school frequently. Support and assistance are offered to the family to help the student become more successful in school. This model shows that home visitors can be effective at the sceondary level as well as the elementary.

For More Information...

Berger, Eugenia H. 1981. Parents as Partners in Education. St. Louis, MO: C. V. Mosby Co.

Shea, Thomas M. and Bauer, Anne M. 1986. Parents and Teachers of Exceptional Students. Boston, MA: Allyn and Bacon, Inc.

EXHIBIT 43

HOW TO PREPARE FOR THE HOME VISIT

1. Get information from teachers about the student's classroom performance, daily classroom routines, discipline and homework policies. Make notes and be sure you understand the specifics for each child. Try to find out about any current events that may be affecting families in their communities, e.g., crime.

2. Contact parents, establish rapport (see "Tips"): Explain that you want to give the parents information about:

   a. how his/her child spends time in school and what happens in a typical day in the child's classroom;

   b. what's happening at the school in general;

   c. ideas for helping his/her child at home.

   Be sure to let parents know that you feel your communication with them about these things will help their child do better in school.

3. Set up an appointment time when parents can talk for about 45 minutes, uninterrupted. Be clear about where the meeting will happen, how to get there, whether an interpreter is needed.

Tips to remember when calling to establish rapport:

1. Ask for the person by full name: "May I speak with Mrs. Jane Smith."

2. Introduce yourself and explain your purpose in calling (to share with them some information that can help their child).

3. Open the conversation by briefly telling something about your own family, your background in the community, and your connection to the school.

4. Be positive. The way you communicate your attitude forms a lasting impression.

5. Convey a genuine interest in the person you're calling. Here, interest is the key word, particularly an interest in the children. Express an interest in the future of their children and they will express an interest in your project.

6. Be persistent, in a friendly manner. Don't give up until the person clearly expresses that he/she is not interested in your project.

7. Finally, stop calling when you get tired. It's difficult to be friendly when you're tired.

-Continued on next page-

How to Conduct a Home Visit

1. Reestablish rapport.
2. Go over purposes and dates for upcoming school events--e.g., open house, parent-teacher conference, expected call from teacher, parent workshop, etc.
3. Describe the child's daily routine in the classroom.
4. Go over the discipline policy for the classroom.
5. Go over the homework policy.
6. Discuss ways to help with homework (provide family-friendly homework ideas).
7. Ask the parent if any learning problems have been observed at home or if they have any other specific concerns.
8. Discuss how the parent can get help to solve these problems.
9. Close the meeting.
10. Evaluate yourself after each session.
11. Send a follow-up note or call to reinforce your visit.

Adapted from material presented by Reginald Clark at a workshop to train home visitors in San Diego.

EXHIBIT 44

HOME VISITOR'S SELF-EVALUATION CHECKLIST

Family______________________________ Date____________________

1. VISITOR PREPARATION

	Yes	Somewhat	No
a. I knew time and place of scheduled meeting.			
b. Parent knew time and place of scheduled meeting			
c. I was dressed appropriately			
d. I had materials ready for parent			
e. Other:______________________________			

2. RAPPORT BUILDING

	Yes	Somewhat	No
a. I greeted parent warmly			
b. I held good eye contact			
c. I talked in a relaxed manner			
d. I established rapport before going into content			
e. I reinforced parent with encouraging comments			
f. I made it clear to the parent that I was concerned about child's success.			
g. I explained terms and avoided professional jargon			
h. I avoided criticizing and blaming family members			
i. Other:______________________________			

3. OBTAINING INFORMATION

	Yes	Somewhat	No
a. I asked questions clearly so that parents understood			
b. I engaged in two-way dialogue			
c. I kept discussion focused			
d. I listened well, and responded to parent concerns			
e. Other:______________________________			

4. PROVIDING INFORMATION

	Yes	Somewhat	No
a. I gave useful information about the child's curriculum in school			
b. I gave useful information about the child's discipline policy . .			
c. I gave useful information about homework			
d. I gave useful information about what the teacher does to help the child in school			
e. I gave the parents useful information about what they can do at home			
f. I effectively told parent how to get help for problem, and/or how to learn more about child's behavior in the classroom . .			
g. Other:______________________________			

5. CLOSING THE MEETING AND FOLLOW-UP

	Yes	Somewhat	No
a. I clarified what parent should do next			
b. I thanked parent for time and hospitality			
c. I requested parent's participation at later date, time			
d. I set a date for next visit			
e. I was able to handle unanticipated situations effectively			
f. Other:____________________			

Comments:____

____

____

Adapted from materials presented by Reginald Clark at a workshop to train home visitors in San Diego.

Communicating through Volunteers

Volunteers include parents, older siblings, older students, senior citizens, business and professional people, members of civic and church groups, and other community members. The major requirement is that they have the desire and willingness to work with students.

Research has shown that schools and teachers who use volunteers in their programs also exhibit better home-school communications in general. Besides this overall improvement in home-school communications, there are many advantages to using volunteers in the classroom and in schools. Volunteers can relieve teachers of nonteaching "housekeeping" and clerical duties. Volunteers can provide needed assistance and services to individual students and supplement the work of the classroom teacher. Inversely, volunteers can lead singing, read a story, or do some other large group activity, freeing the teacher to work with individuals and small groups. Volunteers help provide enrichment experiences beyond those normally available to students. This is accomplished through the contribution of the volunteer's individual background, training, interests, and hobbies. Volunteers also have access to special knowledge of community resources and field trip experiences. Another advantage of regularly involving volunteers in the school program is that it builds better understanding of the challenges facing schools and generates increased support for school programs.

Importance and Role of the Volunteer Coordinator

A volunteer coordinator is one of the keys to building a successful volunteer program. In schools and districts where parental activities are successful and widespread, a major contributing factor is the work of a person who has a direct responsibility for developing and coordinating the activities. The volunteer coordinator or home-school liaison, as they are sometimes called, is at the center of communications between home and school. He or she provides the needed connection between parents/community and teacher which enables a volunteer program to work smoothly and effectively. The volunteer coordinator has several important roles and responsibilities:

- Identify need for volunteers and potential jobs volunteers can do.
- Recruit and place volunteers.
- Train and provide on-going support for volunteers.
- Maintain records and document volunteer contributions.
- Recognize and reward volunteers.
- Evaluate the volunteer program.

Identifying Volunteer Jobs

One of the first tasks of the coordinator is to survey the school staff to find out what help they would like. If the school staff is not accustomed to using volunteers, the coordinator may need to identify some of the possibilities for them by conducting a staff survey. This survey will help provide the coordinator with a picture of the number of volunteers needed and the types of jobs that need doing.

Sample staff surveys for volunteer help are:

EXHIBIT 45: Request for Volunteer Assistance
EXHIBIT 46: Teacher Request Form for Volunteers
EXHIBIT 47: Teacher Needs Assessment

The coordinator may want to work with the school staff to write job descriptions for the important and ongoing volunteer jobs. By detailing the responsibilities for each position, the job is clarified for both school staff and the volunteer. Spelling out the benefits to the school and the volunteer helps the staff ensure that the position is one that meets identified student needs. When the volunteer jobs have been described, they can be matched with the skills and interests of the volunteers that are identified through a volunteer interest finder (see below, "Recruiting Volunteers").

For a sample volunteer job description, see

EXHIBIT 48: Job Description--Classroom Volunteer

To make certain that both the volunteer and the school staff understand the commitment they are making, a Volunteer Agreement can be used. This provides a written pledge of the time, tasks, and training agreed upon by the volunteer. The volunteer then has a record for his/her personal file of what he/she has done and of training received. It can be useful to a volunteer to document experience if seeking a paid position or a promotion.

A sample volunteer agreement is:

EXHIBIT 49: Volunteer Agreement

Recruiting Volunteers

Many schools use a volunteer interest finder or survey to recruit and identify the skills and interests of potential volunteers. The interest finder can be sent to all parents at the beginning of the school year, distributed at parent meetings, and given to the community and civic groups that are contacted. Copies of the interest finder can be printed in the community newspaper, and can be available in the public library and other public agencies.

Sample Volunteer Interest Finders are:

EXHIBIT 50: Community Volunteer Interest Finder (elementary)
EXHIBIT 51: Parent Volunteer Interest Finder (elementary)
EXHIBIT 52: Help Your School--Be a Volunteer (secondary)

While written surveys and requests for volunteers are essential first steps in recruiting volunteers, personal contact remains one of the best techniques for building a strong volunteer force. Parents and community members need to know the school wants their help. Sending out notices may not be convincing enough. It is more difficult to say no to a telephone or face-to-face request. Personal contact also may be the only way of reaching parents or community members who are reluctant to become involved or are unsure about how they can help.

While recruitment usually is considered one of the main responsibilities of the volunteer coordinator, teachers and other volunteers should also be called upon to help. An example from Seattle, Washington, shows how parents can help in the recruitment process.

As part of Project Access, one middle school in Seattle, Washington, organized to make a personal telephone contact with every parent to solicit their volunteer help. Twenty parents were recruited and trained to call other parents. The "citizen involvement" coordinator developed a script for the callers to use to introduce themselves, explain the project, and list volunteer tasks. From the responses a list of volunteers and their chosen tasks were compiled. Volunteers were matched with teacher requests once a week throughout the year. As a result of this program, 217 parents (about one-fourth of the total called) became volunteers in the school. The planners of this program believe that this type of volunteer project allows parents to participate in the school without violating the adolescent student's need for independence. It also allows parents to learn about the school program by participating in it. (From "Blueprint" (1984), Citizens Education Center Northwest, 105 S. Main Street, Seattle, Washington.)

Some schools actively recruit senior citizens or others in the community, in addition to parents, who might be willing to volunteer to work for the school. Contacts are made with local community groups such as Lions, Kiwanis, women's clubs, senior citizens centers, the public library, and church auxiliary groups. Announcements of specific volunteer opportunities (want ads for volunteers) are placed in community newspapers.

The Grandpeople Volunteer Program at Twin Peaks Middle School and Westwood Elementary School in Poway, California, are examples of programs that tap the resources of retired citizens as volunteers in school. Over 100 "grandpeople" volunteer their time each week to supplement and enhance the educational program at these schools. A significant and growing percentage of the population is retired, yet healthy and energetic, and looking for ways to be useful. Schools which take advantage of their skills and knowledge are mobilizing a large resource for supporting their educational program.

Most of the volunteers in the "Grandpeople Program" work with students on a one-to-one basis primarily in reading, although assignments are sometimes in other subjects. Several of the volunteers are teaching assistants, helping in classes where they have special training and skills. Others are on call to share their experiences, talents, and expertise with students by making presentations in classrooms. Some of the volunteers do typing, telephoning, printing, and editing. In addition, two of them transport other volunteers who do not drive.

The administration at Twin Peaks Middle School feels that one key to their successful program was the selection of a capable coordinator. They employed a retired educator who understands educational programs to do this important job. The volunteer coordinator wrote a description of how the "Grandpeople Program" is organized. It gives step-by-step details for other schools to use or adopt when starting a similar program.

EXHIBIT 53: How the Grandpeople Program is Organized

Training and Supporting Volunteers

The effectiveness of a volunteer program can be strengthened by training both volunteers and teachers. Volunteers need to have an orientation which explains their role and the general expectations regarding working with students and at schools. Training for volunteers should include:

- An orientation to the school's program and policies, layout of facilities, and names of key staff members,
- the importance of confidentiality and regular attendance,
- an opportunity to talk in small groups with experienced volunteers,
- an opportunity to observe the teacher's classroom and become familiar with the teacher's routines, methods, and the instructional program, and
- an opportunity for on-the-job training with the teacher or classroom aide to learn the skills needed to work effectively in the classroom.

More comprehensive workshops and training sessions can be offered to all volunteers on such topics as behavior management, curriculum materials, and strategies for assisting with reading, math, social studies, etc. Special sessions may need to be designed for volunteers working in the school library, office, or in the teachers' workroom.

A sample volunteer classroom observation checklist is:

EXHIBIT 54: Elementary Volunteer Classroom Observation

Schools can support volunteers by providing them with a volunteer handbook which describes general school procedures and information for volunteers. School hours, daily schedules, availability of lunch and coffee, and a school map are useful inclusions. It is also helpful to include tips on what to do on the first day as a volunteer, and an outline of a volunteer's responsibilities.

A sample page for a volunteer handbook is:

EXHIBIT 55: Volunteer Handbook

The skills of volunteers can be increased by providing them with materials to read or review on their own, such as books, magazines, educational journals, school documents, minutes of advisory committee meetings, and files of community resources and service agencies. Films and video tapes provide another source of information. These resources can be placed in the parent volunteer room or in a special corner of the school library.

For a description of videotapes that can be used for training volunteers and classroom aides, see:

EXHIBIT 56: Videotapes for Training Volunteers and Classroom Aides.

If space is available, schools should set aside a room in which the volunteer coordinator and volunteers can work and spend their break time. Time for interaction with the coordinator is helpful to both the volunteer and the teacher. Volunteers can get questions answered and raise issues that are uncomfortable to discuss with the teacher. The teacher is saved time and interruptions in the classroom. If a separate room is not available find someplace where volunteers and the coordinator can meet regularly. Some schools have welcomed volunteers in the teachers' lounge. This openness to parents and other volunteers reinforces the already positive working relationships at these schools.

Training for teachers should center on ways to effectively use and communicate with volunteers. Teachers may need help in learning the management skills required to work effectively with volunteers.

When teachers enlist the help of classroom volunteers they have a responsibility to support, nurture, and train them. The following are some of the teacher's responsibilities to volunteers:

- Help volunteers feel welcome; smile and reassure them.
- Explain the class rules, consequences for misbehavior, and methods of reinforcement.
- Explain the routine and schedule of the class.
- Show volunteers where supplies and other school resources are located.
- Describe clearly what is expected of the volunteer for each task.
- Provide a special place for their things in the classroom.
- Give reinforcement, recognition, and appreciation.
- Provide feedback on their work.
- Meet with volunteer when class is not in session to clarify and answer questions.
- Offer training and instruction as needed.

A joint training session for teachers and volunteers will help to build a common base of knowledge as well as help to create a productive working relationship. Volunteers should also be invited to teacher workshops and training sessions that would be applicable to them. The rate and degree of adult learning is increased by active participation and methods of training that provide for observation, demonstration, and role playing.

Maintaining Records and Documenting Volunteer Contributions

Another important task of the volunteer coordinator is to set up a simple system for documenting volunteer efforts, types of services, and hours worked. Many schools use a sign-in sheet either in the front office or in the individual classroom. Another technique is to have an individual record sheet for each volunteer. This record becomes a part of the volunteer's file along with the interest finder, the job description and volunteer agreement or assignment sheet.

A sample volunteer record sheet is:

EXHIBIT 57: Record of Volunteer Service

It is important for the coordinator to provide parents, staff and school district with a periodic report of volunteer activities. Such a report helps all to see how much is being contributed and builds momentum for the program.

Recognizing and Rewarding Volunteers

Most people volunteer because they want to help and feel useful. They are not looking for tangible rewards; the smile of a child may be enough to keep them coming. However, even adults need feedback and encouragement to know how they are doing. Schools need to support volunteers through recognition of their contributions and through expressions of gratitude for the significant part they play in meeting student needs. The staff needs to highlight parent volunteers in newsletters, news articles, and other communication avenues. The recognition of volunteers needs to be ongoing, not just at the end of the year. Some schools furnish name tags for volunteers to wear each time they are working on campus. This enables all school staff to recognize, welcome, and thank them. Students and teachers can write personal letters of appreciation which are especially meaningful to volunteers. Another way to recognize volunteers is by giving a volunteer-of-the-month award and featuring this person with his or her picture in a bulletin board display. Bumper stickers announcing that this person is volunteer-of-the-month at the school is another effective way of giving recognition. Many schools honor volunteers with end-of-the-year teas, luncheons, and special treats. Certificates of Participation are awarded to all volunteers at a school awards assembly.

For ways to show appreciation to volunteers, see:

EXHIBIT 58: 101 Ways to Give Recognition to Volunteers

Evaluating the Volunteer Program

Periodically the volunteer coordinator or members of the volunteer program planning committee need to find out how the program is working. To gather evaluation information teachers can be asked to respond both orally and in writing as to the effectiveness of the program. Volunteers can either be interviewed or asked to answer pertinent questions in a survey. A self-inventory checklist for volunteers can serve as both an evaluation and a good teaching tool. Informal comments and notes also provide insights and useful information about the volunteer program. Suggestion forms are another way to solicit ideas from both teachers and volunteers on how to strengthen the program.

It is important to report the results of the evaluations to staff, volunteers, and other parents. Needed adjustments in the program can be made based on the evaluation results. The information can be used to publicize the program for future recruiting, and to demonstrate the value of the program to those involved and to those in policy-making positions.

Sample surveys for evaluating the volunteer programs:

EXHIBIT 59: Teacher Evaluation of the Volunteer Program
EXHIBIT 60: Teacher Evaluation of a Volunteer
EXHIBIT 61: Student Evaluation of the Volunteer Program
EXHIBIT 62: Volunteer Evaluation of the Volunteer Program
EXHIBIT 63: Volunteer's Self-Inventory
EXHIBIT 64: Suggestion Form

For More Information....

Carter, Barbara and Dapper, Gloria. 1974. Organizing School Volunteer Programs. New York, NY: Citation Press.

Jehl, Jeanne and Berthel, Nancy. 1986. Volunteer Coordinators Handbook. San Diego, CA: San Diego City Schools.

Rauner, Judy. 1981. Helping People Volunteer. San Diego, CA: Marlborough Publications.

Wilson, Marlene. 1976. The Effective Management of Volunteer Programs. Boulder, CO: Volunteer Management Associates.

EXHIBIT 45

REQUEST FOR VOLUNTEER ASSISTANCE

Teacher: ______________________________ Date ________________

Subject: ______________________________ Room ________________

I would like a volunteer to help with the following teaching tasks: __________

____

____

____

____

I would like a volunteer to help with the following clerical tasks: __________

____

____

____

____

I would like the volunteer to come on ____________________________
day(s)

____

at ____
time(s)

____

Comments:

EXHIBIT **46**

TEACHER REQUEST FORM FOR VOLUNTEERS

NAME ____________________

GRADE ________ DEPARTMENT ____________________ PHONE ______________

TYPES OF VOLUNTEER HELP NEEDED (please check areas and describe job briefly):

☐ Classroom helpers Number of volunteers needed ______

Job description ____________________ Time of Day __________

____________________ Days needed __________

☐ Help children individually Number of volunteers needed ______

Job description ____________________ Time of Day __________

____________________ Days needed __________

☐ Library volunteers Number of volunteers needed ______

Job description ____________________ Time of Day __________

____________________ Days needed __________

☐ Art, science, music, drama Number of volunteers needed ______

Job description ____________________ Time of Day __________

____________________ Days needed __________

☐ Clerical Number of volunteers needed ______

Job description ____________________ Time of Day __________

____________________ Days needed __________

☐ Other Number of volunteers needed ______

Job description ____________________ Time of Day __________

____________________ Days needed __________

TYPES OF VOLUNTEERS MOST HELPFUL TO YOU:

☐ Older adults ☐ Bilingual ☐ College students ☐ Other

☐ Parents ☐ Community ☐ High school students

What training or skills would you like your volunteers to have? ______________

____

Can you help train volunteers? ________ Please list areas of training you can provide: ____________________

Reprinted with permission from Jehl, J. and Berthel, N. 1986. Volunteer Coordinator's Handbook, San Diego, CA: San Diego Unified School District.

EXHIBIT 47

TEACHER NEEDS ASSESSMENT

Teacher's Name: ____ Date: ______________________

Grade Subject: ____ Room #: ____________________

Directions: Check the items listed below that indicate activities which a volunteer could perform for you Add any additional activities in the spaces marked "Other". Please indicate at the bottom of the form whether you prefer volunteer assistance in the morning or in the afternoon, and which days of the week are preferable to you.

Teacher Support

___Helping set up learning centers
___Gather resource materials for teacher
___Help with science and social studies projects
___Assist with sewing, knitting, cooking projects
___Set up experiments
___Take children for bathroom break
___Help contact parents
___Check out audio-visual equipment
___Set up a class "grocery store"
___Arrange speakers for class
___Record cassette tapes for learning centers
___Arrange field trips
___Other ________________________

Creative

___Make bulletin boards
___Make instructional games
___Make puppets
___Make classroom aides
___Dramatize a story
___Make or borrow props for plays
___Demonstrate crafts
___Other ________________________

Working with a Class

___Tell stories to children
___Assist children with musical instruments
___Play a musical instrument for children
___Supervise groups while another group is testing
___Supervise on field trips, at parties
___Talk to students about career, hobbies, interests, travels
___Supervise games at recess
___Show a filmstrip
___Other ________________________

Working with One, or Just a Few

___Listen to a child read
___Work with a child at home who is unable to attend school
___Help children select library books
___Help children with programmed materials
___Assist with jump rope or balance beam
___Conduct flash card drills
___Help with listening activities
___Reinforce Dolch words
___Provide individual help
___Help a child learn another language
___Practice vocabulary with non-English speaking students
___Drill spelling words
___Be a good listener
___Other ________________________

Clerical

___Take the roll for attendance
___Run off dittos
___Grade papers
___Type
___Collect lunch or field trip money
___Record grades
___Other ________________________

School-wide Assistance

___Help in the clinic or library
___Help set up or run book exchange on a school-wide or one-class basis
___Assist in the main office
___Provide transportation
___Assist with assembly programs
___Assist with vision screening
___Help with the book fair
___Sponsor school clubs and interest groups
___Sponsor student newspaper
___Produce parent-teacher newsletter
___Help set up or run bookstore
___Other ________________________

I prefer volunteer assistance at the following times:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	________	________	________	________	________
Afternoon	________	________	________	________	________

Adapted from *Coordinating Your School Volunteer Program*, VORT Corporation

EXHIBIT **48**

JOB DESCRIPTION

CLASSROOM VOLUNTEER

MAJOR RESPONSIBILITIES:

1. Work with children on a one-to-one basis or in small groups.
2. Work with children on reading, math, language arts, social studies, or science depending on the interest and skill area of the volunteer.
3. Tasks could include drilling on math or spelling, assisting in writing, listening to students read, taking children to media or library center, correcting papers, preparing classroom materials, or carrying out specific instructions given by the teacher and agreed upon by the volunteer.

QUALIFICATIONS AND REQUIREMENTS:

1. Enjoy working with children.
2. Attend one orientation session for classroom volunteers given at the beginning of each semester.
3. Attend training sessions on particular skill areas needed to work in the classroom (e.g., math or reading tutoring skills).
4. Notify school if unable to come on assigned day.
5. Fulfill agreed upon responsibilities to best of ability.

BENEFITS TO SCHOOL AND VOLUNTEER:

1. Provides more individual and adult attention to children.
2. Assist teacher in achieving learning goals.
3. Provides volunteer with meaningful and important involvement.
4. Demonstrates value of school-community cooperation.

JOB CONSTRAINTS:

1. Respect confidentiality, refrain from discussing individual children outside the classroom.

EXHIBIT 49

VOLUNTEER AGREEMENT

To be completed together by school representative and volunteer.

NAME: ______________________________

ADDRESS: ______________________________

PHONE: ______________________________

1. I will agree to perform the following task(s):
   ____
   ____
   ____

2. I will work at the following agreed upon times:
   ____
   ____
   ____

3. If I am unable to meet my obligation I will notify the school office.

   Contact person: ______________________________

   Phone: ______________________________

4. It is my understanding that the school agrees to provide the following orientation, training, or support if needed to carry out the agreed upon tasks:
   ____
   ____
   ____

5. I agree to complete a self-evaluation form or discuss my perceptions of the value of my volunteer effort if asked.

Volunteer signature ____________________ Date ________________

School representative ____________________ Date ________________

EXHIBIT 50

COMMUNITY VOLUNTEER INTEREST FINDER

Date ____________

Name ________________________

Address ________________________

____

Telephone (work) ____________

(home) ____________

Days(s) I can help:

____

____

____

____

____

Time(s) I can help:

____

____

____

____

____

I prefer: ____ elementary ____ jr. high ____ high school

____ single student ____ small group ____ large group

I would like to help by: (please check as many as you wish)

____ Listening to students read

____ Reading to students

____ Working with English as a Second Language students

____ Working with small groups in math, reading, etc.

____ Working with one student at a time in math, reading, etc.

____ Tape recording stories and/or assignments

____ Working with small groups in P.E.

____ Calling parents for meeting reminders, etc.

____ Other (Please specify)

____ Supervising students before or after school

____ Helping supervise students at recess, break, or lunch

____ Typing

____ Checking papers

____ Making dittos

____ Making instructional materials at home from patterns & models

____ Assisting in the library

____ Assisting in the media center

____ Putting materials on the bulletin board

I can offer assistance in these areas of special interest:

____ Being interviewed about my job

____ Sharing my job by demonstration or talk

____ Sharing my hobby by demonstration or talk

____ Painting and drawing

____ Crafts

____ Music

____ Drama

____ Sewing/weaving

____ Cooking

____ Sharing information and pictures of countries and places visited in travel

EXHIBIT 51

PARENT VOLUNTEER INTEREST FINDER (ELEMENTARY)

Parent's Name ______________________

Address ______________________

Telephone ______________________

Child's/Children's Name(s) ______________________

Teacher's Name ______________________

I would like to help in the following ways:

	SUBJECT OR AREA	TIME	DAY
Supervise small groups			
Supervise individuals			
Read to students			
Check papers			
Prepare materials			
Set up audio-visual			
Work in centers			
Work in art classes			
Work in music classes			
Do drill with flashcards			
Work in library			
Supervise in cafeteria			
Go on field trips			
Help with clerical chores			
Help on playground			
Other			

Day or days I can help:

_____Monday
_____Tuesday
_____Wednesday
_____Thursday
_____Friday

Hours I can help:

____
____
____
____
____

EXHIBIT 52

Help Your School -- Be a Volunteer!

Our students and faculty need your support! Please indicate if you can help in one or more of the following areas. Then, have your student return this form to Ms. Benedict in Room 306. If you have any questions, please feel free to call Ms. Benedict at 691-5499.

PARENT'S NAME: ______________________ PHONE: __________

ADDRESS: ______________________ WORK PHONE: __________

NAMES OF CHILDREN	GRADE	SCHOOL

1. Which area of service would you be interested in being involved?

____ Office
____ Xerox
____ Newsletter (staple, fold, etc.)
____ Telephone
____ Assisting in the Classroom
____ After School Tutoring

2. Special Occasions:

____ Lunch Time Sales for Special Occasions
____ Book Fair
____ Bake Sales
____ Chaperone Dances

3. What times and days of the week would best suit your schedule?

Days: ______________________ AM _____ PM _____

4. Would you be interested in attending classes or workshops? ___ YES ___ NO
If so, days or evenings? __________

5. Would you like to become involved in our PTSA? ___ YES ___ NO

6. Other comments or suggestions you would like to make:

We are looking forward to having you as an active member of our parent volunteers!

TRY IT, YOU'LL LIKE IT!

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EXHIBIT 53

HOW THE GRANDPEOPLE PROGRAM IS ORGANIZED
at Twin Peaks School
by
Bob Gilchrist, Coordinator

STEP I - Publicity

As soon as a decision has been reached to have a Grandpeople Program and a coordinator has been selected, newspaper stories and posters are developed to let the public know about the new program.

STEP II - Identifying Needs

The coordinator, after the principal has made an announcement in faculty meetings or put a notice in the bulletin, interviews each teacher to find out his or her needs for volunteers. In this conference there is a discussion of the various possibilities, such as (1) working on a one-to-one relationship with the child in an area where the youngster needs special help; (2) working with a small group or (3) working as an assistant to the teacher on whatever seems to be the greatest need for that particular week. These interviews are held during the preparation period of the teacher.

The coordinator uses 5 x 8 cards to jot down what the teacher states as to needs, what day of the week is best and what period or periods of the day are best.

STEP III - Recruitment

Concurrently with Steps I and II, the coordinator talks with neighbors and friends to find out their interests in volunteering. The coordinator then schedules recruitment meetings. The Poway and Rancho Bernardo Chambers of Commerce directories and the Poway Senior Center, the Seven Oaks and the Oaks North Community Center lists of meetings are helpful. The Directory of Churches printed by Los Rancheros Kiwanis is invaluable.

Presidents of organizations such as AAUW, women's clubs, service clubs, church groups, Toastmasters, Forum Brandeis Women and Retired Federal Employees are then called. They often ask that the program chairman be contacted to arrange the date for an announcement.

In asking to appear at a meeting, the coordinator emphasizes that he can either make a slide presentation if the organization is interested in a whole program, or make a short announcement no more than two minutes long. Most organizations ask for the announcement, sometimes concurrently scheduling the coordinator to come at a later meeting to show slides of the volunteers working in the school. The announcement goes something like this: "I'm representing the Grandpeople Program at Twin Peaks School. This program is called Grandpeople because those of us who work in it feel that it's a grand idea to have people primarily of grandparent age working with children; thereby, not only helping the children and the teachers, but having an experience which exhilarates them and gives them an added dimension in their weekly schedule.

STEP IV - Securing Names of Potential Volunteers

Before the announcement is made, small 3 x 5 cards are given to each person in the room with the suggestion that after the announcement the coordinator will pick up the cards. Since all cards are collected, this means that no one needs to feel embarrassed if he or she doesn't put down anything on the card.

STEP V - Contacting Potential Volunteers

Generally three or four cards are filled out at a meeting. The coordinator, just as soon as possible, calls each of the people who put his or her name and telephone number on the card. Generally, at least one or two are actually interested. The coordinator discusses with the others whatever caused them to write their names on the cards, and encourages them to tell their neighbors, relatives, or friends about the program since they themselves are not planning to participate.

STEP VI - Scheduling a Conference With Potential Volunteers

In the telephone conversation with the interested volunteer, a conference is scheduled at the school. At this conference the various alternative assignments open are discussed and the volunteer decides which sounds the most interesting to him or her. Sometimes the volunteer is interested in several kinds of assignments.

STEP VII - Initial Volunteer-Teacher Contact

Generally at the time the potential volunteer comes to the campus for an interview, the coordinator takes the prospect to the teacher who has a job opening of the kind the volunteer seems interested in doing. As soon as they are introduced and have decided on a mutually satisfactory place and time to talk, the coordinator leaves them. The final arrangements are made between the two.

Step VIII - Volunteer-Coordinator Conference

As soon as the volunteer has completed arrangements with the teacher with whom he or she is going to work, the volunteer is asked to come back to the Grandpeople office, to fill out a 5 x 8 card, with data which will be helpful to the coordinator and the faculty. In addition to telephone number and address, the assignment day and hour are entered, together with what the volunteer and the teacher agreed the volunteer should do. There is also space for personal data so that the school can know as much as possible about the volunteer's vocational work before retiring, avocations, places lived, and trips taken. The volunteer may have taken pictures and therefore would have slides which would be helpful in studying that particular part of the world.

The Coordinator also talks with the volunteer during this conference about several points. First, that the volunteer should sign in and out upon arriving and leaving the campus - also that there will be bulletins from time to time letting volunteers know the calendar of the school, or other items of particular worth or interest to them. The coordinator encourages them to keep in touch if there are any problems.

Without dwelling on the point too long, the coordinator reminds them that too many cooks spoil the broth and therefore, the volunteer should fit into the teacher's plans rather than deciding himself what a youngster or group of youngsters might need. He is encouraged however to make whatever suggestions he may have for the good of education to the teacher or the principal.

STEP IX - Trial Period

The volunteer is reminded also that the first two or three weeks of the assignment should be considered by him as a trial period to find out whether it seems to be a good match. If, for some reason, it doesn't, the volunteer is encouraged to let the coordinator know in order that another assignment can be discussed. The teachers are also encouraged to let the coordinator know if the match doesn't seem to be a good one.

STEP X - Records

The 5 x 8 cards which the volunteers have filled out are filed alphabetically. The teacher cards, upon which the coordinator entered the teacher needs, are filed alphabetically. A master list of all volunteers is then made, and revised, about once every two months, with addresses, telephone numbers, and assignments. In between times, additional entries are made at the end of the master list. The coordinator and the principal can then always have an up-to-date list.

A weekly chart with space for the periods of each day is kept up-to-date in order that volunteers on campus at any specific time can be found quickly.

STEP XI - Absences and Badges

The volunteer is encouraged to use a badge with his name on it which he can pick up when he signs in at the entrance to the main office. Whenever there is an emergency which prevents him from reporting, he is encouraged to call the school, in which case the secretary will leave a note in the teacher's box, or to call the coordinator at home.

When a trip is planned, the volunteer is encouraged to let the teacher know about it well in advance. If the trip is for two or three months, the teacher can then ask the coordinator for a substitute.

STEP XII - Extended Absences

When a volunteer has to drop out for an extended illness or to accept a job or for any other reason, he is placed on an inactive list, together with the reasons for having to drop out. This means that he can be called when there is some event for the volunteers which he might care to attend, also in order that he can be checked next year to find out if conditions have changed so that he can again volunteer.

Those who have moved from the community or are incapacitated to the extent that they will no longer be able to volunteer, are placed in a separate file.

STEP XIII - Planning for the Next Year

In the spring the coordinator checks with the volunteers to find out if they want to work in the fall. In mid-September the coordinator talks with each teacher to find out his needs for the year and at what time he estimates he will want the volunteer to report. Whenever possible, the volunteer who wants to work again with the same teacher, is given that assignment.

STEP XIV - Files and Evaluations

A complete file is kept - it includes such items as: correspondence, evaluation, recruitment and volunteer assignments. Perhaps the most significant item in the file is on evaluation. From time to time teachers are asked to react both orally and in writing to the effectiveness of the program. Also, volunteers are either interviewed or asked to fill out, on a sheet of paper, the answers to several pertinent questions. Periodically pupils are asked to give their reactions to the program. Perhaps more important than these more formal evaluations, are the informal comments which people make. Volunteers and especially teachers are encouraged to drop in the coordinator's mailbox any pertinent comments on the program. The coordinator often finds that in talking about the program, teachers and volunteers make comments which are very helpful in understanding the potential of the program and the ways in which it can be improved. The coordinator should, from time to time, interview pupils. The results of all of these evaluations are placed in a file in order that when a research study is made that adequate data is available.

STEP XV - Showing Appreciation

The principal and coordinator both believe it is highly important to have the volunteers know that they are appreciated and that their contributions strengthen the school's program.

In early December an appreciation tea is held in the Home Economics Room with pupils preparing and serving the food and beverages. A second social get-together is also held a few weeks before the close of school.

EXHIBIT 54

ELEMENTARY VOLUNTEER CLASSROOM OBSERVATION

Things to Observe:

1. Where do the children wait when the bell rings to come to class?
2. What is expected of them?
    - Form a line?
    - Enter informally?
3. What are their names? How many boys? How many girls? Where do they sit? Is there a seating chart? Do they have the same seats all day?
4. How does the teacher get their attention?
5. What do they do when they first enter the classroom?
6. How does the teacher give directions?
7. How are materials distributed?
8. How are children assigned to different groups? Do the children stay in the same group for math, etc., as for reading?
9. What are the class rules for the students? How were they formulated? By the students?
10. Where are the following materials stored?
    - Writing paper
    - Chart paper
    - Pencils
    - Art supplies
    - Construction paper
    - Science materials
11. Observe techniques used in telling stories; directing physical education; teaching math; reading, etc.
12. How does the teacher motivate the students? What does she do if someone is not listening?
13. What materials does she use to teach math; reading; creative writing; science?
14. How does she group children?

Watch every move carefully. The more you are prepared to do the sooner you can assist in individualizing instruction.

Be prepared--anticipate ways of assisting.

a. Know plans for the day.
b. Are all the materials on hand?
c. Are all the materials ready to be distributed in an organized manner?

Remember--for the sake of your success and in order to assist children: NEVER carry tales out of school; criticize one teacher to another; criticize teacher in front of students; intervene in the relationships with children.

Sample pages reprinted with permission from School Volunteer Handbook Twin Peaks Middle School Poway CA

FIRST DAY AS A VOLUNTEER

Your job will be easier if you learn what is expected and how it is to be done in the beginning. Find out. . .

. . .What are your regular and special duties?

. . .What records are you responsible for keeping?

. . .What emergency provisions apply to the students with whom you work?

. . .When do the students come? and learn?

. . .Where are the supplies kept and how are they obtained?

. . .What equipment is available and how is it obtained?

. . .Where are certain rooms and areas in your school?

. . .What line of communication and authority should you follow?

. . .With whom should you discuss a problem concerning staff or student relationships?

. . .What is expected of you concerning student discipline?

. . .What is the schedule of mods?

. . .What are the classroom daily routines?

. . .What is the school and district policy as it applies to you and your work?

EXHIBIT 55

YOUR RESPONSIBILITY

...Take your clues as to the appropriateness of conduct from those with whome you will be working. Be aware that there are norms of dress and conduct in a public school.

...Realize that working relationships are very close and compatibility is essential. In schoolwork there is often an atmosphere of pressure which produces emotional fatigue. Learn to adjust to these situations without upsetting a compatible working relationship.

...Learn the names of the people (students and staff) with whom you'll work.

...Inform the teachers with whom you work of any special talents or interests that you have.

...Watch carefully how the teacher deals with students.

...Recognize that each student comes with different attitudes, interest, skills, habits, and behaviors. This individuality is a very precious thing.

...Give direct and sincere assurance and praise to students for efforts and success.

...Be on time and leave at an appropriate time.

EXHIBIT 56

VIDEOTAPES FOR TRAINING VOLUNTEERS AND CLASSROOM AIDES

Paraprofessionals: Training for The Classroom

This video training program, developed by Carolyn S. Houk and Robert G. McKenzie for the American Guidance Service, is designed to strengthen the skills of paraprofessionals working in the classroom. However, the program can also be used to help volunteers develop their skills. The video and training manual covers the following topics:

1. Skills and knowledge needed by paraprofessionals to assist teachers in the classroom.
2. Strategies for teachers and paraprofessionals on working together.
3. Help for teachers on leading the classroom team.
4. Assistance for paraprofessional or volunteer coordinators in creating productive teacher-paraprofessional teams and in evaluating paraprofessional and volunteer effectiveness.

For more information contact: American Guidance Service, Circle Pine, MN 55014-1796.

Achieving Basic Skills

Achieving Basic Skills consists of a series of three videotapes designed to help classroom aides and volunteers and parents work more effectively with children in reading. The tapes are 30 minutes in length and cover the following topics:

1. "Get Ready to Read" - Strategies for preparing children for reading.
2. "The Case of the Mysterious Words" - Strategies for helping children unlock the sounds and meanings of words.
3. "What Do You Think?" - Strategies for helping children develop comprehension skills.

These tapes and the accompanying written materials can be used as part of the volunteer and classroom aide training programs, or they can be used for parent education workshops. Many of the ideas presented in the videos and activities in the training manuals are appropriate for both helping in the classroom or at home. Particularly helpful for parents are the "Parent's Guides." For more information contact: Dr. Sally Pollack, San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111. Telephone - (619) 292-3879.

EXHIBIT 57

RECORD OF VOLUNTEER SERVICE

_________________ School Volunteer Program Year ___________

SVP Coordinator ________________________ Phone ____________

Volunteer Name ___________________ School ___________________ Teacher ______________

Person to notify in emergency ________________ Address _________________ Phone ___________

Each time you are in your school, enter the hours that you have donated that day. Also record the time you have spent at orientation, in-service training sessions, time spent at home making materials, or other school volunteer work.

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL
July																																
August																																
September																																
October																																
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December																																
January																																
February																																
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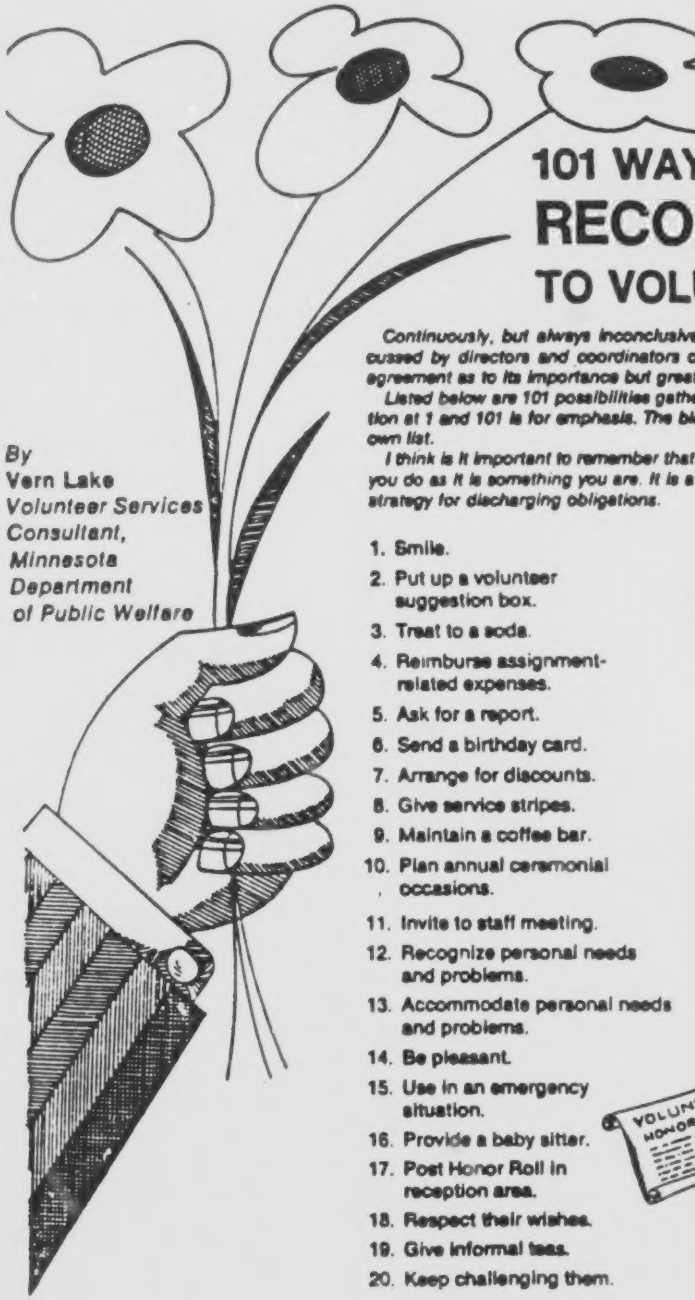
April																																
May																																
June																																

Reprinted with permission from New Hampshire School Volunteer Program.

EXHIBIT 58



101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

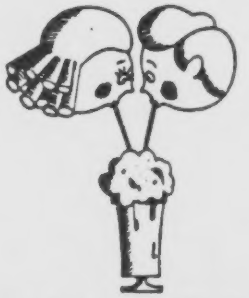
Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think is it important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

By
Vern Lake
Volunteer Services Consultant, Minnesota Department of Public Welfare

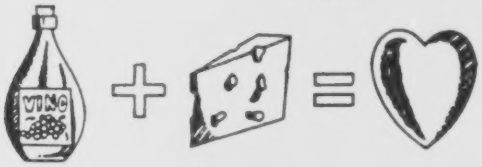
1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.



21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

VOLUNTEER HONOR ROLL

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.



39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.

58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.

64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.

VOLUNTEERS

82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile

EXHIBIT 59

TEACHER EVALUATION OF THE VOLUNTEER PROGRAM

1. List the ways you have had classroom volunteers help you:

   ____________ ____________ ____________

   ____________ ____________ ____________

   ____________ ____________ ____________

2. How often do you have classroom volunteers help you? ____________

3. Do you feel the volunteers have been adequately trained to do the kinds of things you want? Yes ____ No ____

4. In what areas do they need more preparation? ____________

   ____

   ____

5. Do you find you must spend more than 15 minutes planning for or explaining an activity to a volunteer? Yes ____ No ____

6. If you answered "yes" to #5, do you mind spending this extra time? Yes ____ No ____

7. Have you ever had to re-do a classroom volunteer's work? Yes ____ No ____

8. Do you find that classroom volunteer assistance gives you more time to plan and/or work with the children? Yes ____ No ____

9. Has there been any evidence of changes in your students as a result of having volunteers in your classroom? Yes ____ No ____

   Comments on kinds of changes: ____________

   ____

   ____

10. What suggestions do you have for the program? ____________

    ____

    ____

11. Other comments: ____________

    ____

    ____

12. What other kind of activities would you like volunteers to be trained to do?

    ____

    ____

    ____

EXHIBIT 60

Teacher Evaluation of a Volunteer

Name of School Volunteer: ____________________

Name of Teacher: ____________________ Date: __________

Please rate the performance of the school volunteer in the following areas as Excellent, Satisfactory, or Needs Improvement.

Excellent	Satisfactory	Needs Improvement	
☐	☐	☐	The volunteer was able to carry out instructions.
☐	☐	☐	The volunteer has been able to work with the teacher.
☐	☐	☐	The volunteer has been regular in attendance.
☐	☐	☐	The volunteer has been able to establish rapport with the student(s) assigned.
☐	☐	☐	The volunteer provided an appropriate model for the student in his/her speech and behavior.
☐	☐	☐	The volunteer was able to keep good daily records.
☐	☐	☐	The volunteer was able to work without much direction from the teacher.
☐	☐	☐	The volunteer at all times maintained a professional relationship with the student, with the teacher, and with the school staff.
☐	☐	☐	The volunteer was able to bring about a change in the child's attitude and/or academic skills.
☐	☐	☐	The volunteer was able to change or adapt the lesson plans to the needs of the student when adaptations seemed necessary.
☐	☐	☐	The volunteer seemed to enjoy working in the instructional setting.

Comments: ____________________

____

____

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EXHIBIT 61

Student Evaluation of the Volunteer Program

Name____Date______________

School_______________________________________Grade_____________

Please help us evaluate the school volunteer program by answering the questions below. Thank you.

1. How much did the volunteer help you?

   _____a great deal _____quite a lot _____only a little _____not at all

2. Check ways the volunteers helped you the most.

   _____Working with me and some other pupils in the classroom.

   _____Working alone with me in the classroom.

   _____Working alone with me outside the classroom.

   _____Freeing the teacher so that the teacher could work with me.

   _____Doing something special for the whole class or school.

   _____Other:____

3. Check those activities which helped you learn with the volunteer.

   _____Doing practice exercises

   _____Playing educational games

   _____Helping me correct my paper and do assignments.

   _____Reading stories or listening to me read.

   _____Other:____

4. How could the volunteer help you more?

   _____Work with me over a longer period of time.

   _____Work with me more often.

   _____Give me clearer directions or instructions.

   _____Other:____

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EXHIBIT 62

VOLUNTEER EVALUATION OF THE VOLUNTEER PROGRAM

1. List the ways you have helped teachers:

_______________ _______________ _______________

_______________ _______________ _______________

_______________ _______________ _______________

2. About how often did you volunteer? ______________________

3. Did you feel you were adequately trained to do the tasks and activities teachers asked you to do? Yes ___ No ___ (Please explain) __________

____

____

4. Did the teacher give you as much supervision as you felt you needed? Yes ___ No ___ (Please explain) ______________________

____

____

5. Did the teacher make good use of your interests and abilities? Yes ___ No ___

6. Did you usually have a good relationship with students? Yes ___ No ___

7. If you answered "no" in #5 or #6, what kind of problems or misunderstandings have you had? ______________________

____

____

8. Did you enjoy being a volunteer? Yes ___ No ___

9. Do you plan to be a volunteer next year? Yes ___ No ___ Unsure ___

10. Did you feel that you were helping the teacher? Yes ___ No ___

11. What suggestions do you have for future training? ______________

____

____

12. What other kind of activities would you like to do in the classroom?

____

____

13. Briefly describe your most satisfactory experience as a school volunteer.

____

____

14. Other comments: ______________________________

____

____

EXHIBIT 63

VOLUNTEER'S SELF INVENTORY

Do I . . .

- make myself helpful by offering my services to the teacher when there is an obvious need for help?
- give the teacher adequate notice of absences by reporting them to the office before the day begins?
- realize that my whole purpose for being in the classroom is to assist the teacher in order that the students might progress more rapidly?
- avoid criticism of the students, teacher, or school?
- maintain the confidentiality of information about students?
- have good communication with the teachers?
- try to maintain a friendly attitude toward all?
- accept suggestions without becoming emotionally upset?
- emphasize the times when students behave well and minimize the times when they fail to do so?
- observe closely so as to know the individual student's likes, dislikes, preferences, enthusiasms, aversions, etc.?
- find opportunities for giving students choices or do I tell them what to do at all times?
- really listen to what students have to say?
- give too much help to students rather than allowing them time to think?
- ask questions when I don't understand my assignment?
- evaluate myself at intervals?

Adapted from Handbook for Volunteers, School Development Project, Miami, Florida.

EXHIBIT 64

SUGGESTION FORM

INSTRUCTIONS: Please write your suggestion clearly; if you need more space you may use the back of this form or attach securely a sheet of plain paper.

MY SUGGESTION IS: ____

____

____

____

____

MY SUGGESTION WILL ACCOMPLISH THE FOLLOWING: ____________________

____

____

____

____

------------------------------ PLEASE PRINT ------------------------------
(Optional)

YOUR NAME ____

ADDRESS ____
No. Street City State Zip Telephone

YOUR SIGNATURE ____

Reprinted with permission from Jehl, J. and Berthel, N. 1986. Volunteer Coordinator's Handbook. San Diego, CA: San Diego Unified School District.

Introductory and End-of-the-Year Letters

Introductory letters from teachers to parents sent before the first day of school or at the beginning of the term greatly benefit home-school relations. They start parents off with the image of a teacher who is genuinely interested in the lives of students and families. These letters make it easier for parents to talk to teachers as someone they have been introduced to and know something about.

An introductory letter needs to emphasize the parents' importance to the student's educational program. It should be positive, friendly, and express the teacher's hope to help the student. An introductory letter might contain the following:

- Introduction of the teacher
- Course expectations and goals
- Description of classroom procedures
- Reading lists and projects
- Description of other upcoming parent-teacher activities
- Teacher's telephone number at school and office hours

Another benefit of sending an introductory letter is that it provides a vehicle for preparing parents to expect more communication throughout the year. The format, color, or distinguishing logo that will be used on notes and/or newsletters all year can be used and explained. This is also the ideal time to initiate two-way communication. Letters can include a tear-off portion to be returned to the teacher with information on when parents are available for contact, conferences, or to help in the classroom. The teacher may also want to ask parents to answer a few questions about their child.

If the letter is to be mailed to parents, schools will need to support teachers in this effort by duplicating materials and helping with mailing. In secondary schools with a homeroom system, homeroom teachers could take on the responsibility of contacting their thirty students and introducing themselves as the primary contact person for the parent.

Some sample introductory letters to parents are:

EXHIBIT 65: Kindergarten Teacher's Introductory Letter
EXHIBIT 66: Elementary Teacher's Introductory Letter
EXHIBIT 67: Parent-Teacher Contract Letter
EXHIBIT 68: Secondary Teacher's Letter and Survey to Students and Parents

Introductory Letters to Students

Some teachers send an introductory letter to students to help establish positive feelings in regard to a new teacher and the upcoming school experience. This gives the student the feeling that the teacher cares about him or her as an individual. Letters to students can also positively affect parents' feelings toward the teacher and school. Teachers may want to ask students and parents to complete some simple questions about themselves which help the teacher to become better acquainted with the student.

Sample letters and questions for students:

EXHIBIT 69: Introductory Letter to Students
EXHIBIT 70: Tell Me All About Yourself
EXHIBIT 71: Fun Family Facts

End-of-the-School-Year Thank You Letters

Thank you letters mailed to the homes of all students at the end of the school year can be another effective means of communication. Teachers can express their appreciation for parent and student contributions to the class during the school year. They can offer assistance and resources for parents during the vacation period.

A sample end-of-the-school-year letter is:

EXHIBIT 72: End-of-the-School-Year Thank You Letter to Parents

For More Information....

England, D. W. 1977. Hearing From the Teacher When Nothing is Wrong, English Journal 66 (6): 42-45.

Newmark, G. 1976. This School Belongs to You and Me. New York: Hart Publishing Co.

Strom, O. and Bernard, H. W. 1982. Educational Psychology. Monterey, CA: Brooks-Cole, Publishers.

EXHIBIT 65

KINDERGARTEN TEACHER'S INTRODUCTORY LETTER

Dear Parents,

A kindergarten teacher and her class had a bad day. The teacher said to the children, "Let's all go home, eat a good supper, take a nice warm bath, go to bed early, and wake up with a smile on our faces. Tomorrow, we'll have a better day."

One child reported to her mother, "My teacher says I need to take a bath."

This is a true story. As we come to know each other throughout the year, our growing relationship as partners in the education of your child will help each of us to better understand and interpret your child's comments and motives as well as each other's.

Let me share a bit of myself with you so that we may start this very important relationship. I am the mother of three boys, and scouts, soccer, and camping take up a good deal of my "free" time. My husband, Steve, a Certified Public Accountant, changes his conservative image on weekends to become a motorcycle desert racer. Many of our camping trips include a race.

As a child, growing up in a military family, I had to change schools frequently. Many of your children's concerns and needs these first few weeks are similar to those I had. Hopefully, my memories will help me to better understand and guide your child through these uncertain days.

Please visit our classroom anytime and get to know the other children and me better. If you have any concerns or questions, don't hesitate to call me at home. My number is ______________.

Sincerely,

____

(This letter should include a tear sheet to be returned with information on the parents' availability (times and dates) for a parent-teacher conference.)

Reprinted with permission from Strom, R.O. and H.W. Bernard. 1982. Educational Psychology. Monterey, CA: Brooks-Cole, Publishers.

EXHIBIT 66

ELEMENTARY TEACHER'S INTRODUCTORY LETTER

Dear Mr. and Mrs. _______________,

Welcome to room # ________. I am _________________________, your child's _______ grade teacher. I am looking forward to a happy and successful year working with you and your child. It is important for children that we work together. I hope we can get to know each other better during the year.

Here is some information about me which may be of interest to you. I am married and have ______ children, aged ____. I live at _________________ ____________________________. I went to high school in _________________, and college at _______________. I have been teaching for ____ years. My favorite pastimes and hobbies are ___________________________________.

I will be in contact with you from time to time to chat about your child. Please feel free to contact me if you have any questions or need any information. My number is ____________________.

I like to have parents visit the classroom at least once each semester. Of course, you are welcome at any time. We hope you will visit often.

There will be a special Parents' Night in a few weeks. I, or one of our parents, will contact you regarding this meeting. I look forward to meeting you in person.

Sincerely,

____

(This letter should include a tear sheet to be returned with information on the parents' availability (times and dates) for a parent-teacher conference.)

Reprinted with permission from: Newmark, G. 1976. This School Belongs to You and Me. New York: Hart Publishing Co.

EXHIBIT **67**

PARENT-TEACHER CONTRACT LETTER

September 4, 1986

Dear Parents,

This week you and I become partners in one of the most important jobs we have--helping your child to become all he or she can be. It's a scary, exciting, and challenging task--and a terrifically rewarding one. I would like to make a contract with you.

> I promise to greet your child each morning with the expectation that the day will be important. Will you learn about the school program so you can offer the same enthusiasm?
>
> I promise to prepare exciting lessons. Will you help your child get to school well-rested and on time to appreciate them?
>
> I promise to assign worthwhile homework every day that can be completed in forty-five minutes. Will you check daily to see that your child has read the assignment and completed it to the best of his or her ability? Will you help your child figure out a system for making sure that the assignment is brought to school each morning?
>
> I promise to work to make your child's day an intellectually stimulating one. Will you ask questions and encourage discussions so that your child can share his or her educational growth with you?
>
> I promise to call or write whenever I feel that your child needs a little extra help in getting along with others, growing in responsibility, or working harder. Will you call or write me if you hear a report about school that bothers you?

One of my goals this year is to encourage your child to participate fully in school work and school fun. You can help by sharing school life. Children learn what they live. When your child sees his life surrounded by caring and attentive parents and school staff, he or she will surely join with us to help make this the best year yet.

I'm looking forward to an exciting year and a rewarding partnership with you.

Sincerely,

PLEASE SHARE ANY IDEAS YOU HAVE ON HOW WE CAN BETTER WORK TOGETHER TO ENSURE YOUR CHILD HAS A SUCCESSFUL YEAR. THEN SIGN AND RETURN THIS TO ME AS SOON AS POSSIBLE.

____

____

____

____

____________________ SIGNATURE

EXHIBIT 68

Secondary Teacher's Introductory Letter to Students and Parents

INTRODUCTION TO LIFE SCIENCE - *Montgomery Junior High School - E.F. Huffman*

Students passing Introduction to Life Science will have completed their LIFE half of their junior high school required science.

GOAL FOR EACH STUDENT: to introduce you to the living world around you, so you can enjoy as well as understand the beauty of nature; to increase your problem-solving abilities and sense of self-responsibility to enable you to meet life and it's challenges.

TEXT: "Life Science" published by D.C. Heath Company

KEYS TO SUCCESS IN ROOM 501

- All assignments must be labeled in the upper, right hand corner with name, class period, date, and your class number (failure to do this results in a blank or zero in the computer grade book).
- A student work area has been set up in the back of the classroom for your use. There is a pencil sharpener, scissors, three-hole punch, stapler, etc. Please remember to ask to be out of your seat during classtime use so we do not have everyone going at once for the same piece of equipment.
- Student work should be done in blue or black ink or dark pencil unless a special assignment calls for color. (Mrs. Huffman uses red to correct papers.)
- Each day you should have paper (lined and unlined), a pencil, and a blue or black pen if you want to use one. If you are required to bring anything else, you will be instructed to do so a day or two ahead of time.
- NO FOOD, BEVERAGES OR GUM in the classroom. They all invite unwanted pests. Please leave make-up, perfume, etc. in your purse or bag to avoid accidental spills. Remember the entire school is working on NO GUM. Let's keep our campus beautiful.
- Please be thoughtful of one another. Use words like: thanks, please, excuse me, may I help, etc. We spend over 35 hours each week here so we should make it a pleasant place to be. Maybe one of your classmates (or TEACHERS) is having a down day and your friendly help would really make a difference.
- Certain areas are off-limits to students so your teacher can have some space. Please stay out of: chemical storeroom, all cupboards and drawers and the teacher desk and demo areas at the front and back of the classroom. Only the student aide should be in the student aide area. The COMPUTER CENTER is to be used by all students but Mrs. Huffman must give her permission and place the disc in the drive for you (this keeps discs from getting lost). Please remember to sign in on the clip-board each time you use the computer.
- We have NEW TOPS on the permanent tables on the sides of the classroom, please make an extra effort to keep them clean. Each student will be responsible for cleaning their assigned seating area (teacher will check areas during clean-up at the end of each period).
- Clear absences and tardies as you enter the room. Make sure you have signed card as you leave to go to your next class (when needed). Make-up work should be done within one week of the absence unless special arrangements have been made with Mrs. Huffman.
- The HALL PASS is used for "real need". Please do not ask to use it for drinks, getting books or messages from friends, etc. Take care of your needs during PASSING PERIODS. Only one student may be out on the pass at a time.
- Textbooks and other materials loaned or assigned to you should be returned in as good a condition as when you received them. They will be checked for damage and fees assigned. Please keep them in a SAFE place at home (away from food, liquids, pets, and younger brothers or sisters).

☛ Mrs. Huffman dismisses the class and NOT the bell. You will be excused when the classroom is in order, books are counted, desk areas are checked, clean-up is complete, and the last message of the day is given. SIXTH PERIOD students are asked to place all chairs on top of the table tops (in the center) and on counter tops along the sides. This can and will be done QUIETLY or we do it again and again and that means you are out LATE.

TERM GRADING SYSTEM

SCHOLARSHIP--will be on a points basis and the grade will build toward the semester mark. Points are totaled from frequent quizzes, class and home assignments, labs, special projects, and exams and the grade will be computed on a % basis:

A = 90 to 100%
B = 80 to 89%
C = 70 to 79%
D = 60 to 69%
F = anything below 60%

ANY STUDENT CAUGHT CHEATING WILL RECEIVE A ZERO ON THAT EXAM OR ASSIGNMENT. Keep your eyes on your own paper. Cheating robs YOU of information you will need in your future school career as you take CAP exams, PSAT and SAT tests, etc.

A NOTEBOOK SHOULD BE KEPT BY EACH STUDENT TO HELP IN PREPARING FOR UNIT AND FINAL EXAMS. THE NOTEBOOK MUST BE A LARGE THREE RING TYPE THAT SNAPS OPEN AT ANY SECTION--WE WILL HAVE A LOT OF MATERIAL BY THE END OF THE TERM. The notebook should have a "Title Page" (sample on back bulletin board), dividers with TABS (#1 for assignments, etc., #2 for quizzes, and #3 for extra credit). Place a page at the back of the notebook for teacher comments at grade time. Papers must be kept in sequential order within each of the three sections so it is VITAL that you DATE your papers. (Papers not having the proper heading will be returned with no credit.)

EXTRA CREDIT--students may turn in extra projects each week for an additional ten points (thus 60 possible extra points in a six week grading period).

CITIZENSHIP--your grades continue to build through out the semester so what you do (or do NOT do) the first six weeks has an impact on your semester grade. Everyone in my class begins with an "A". Check marks are given for those:

- not following directions or cooperating
- not bringing needed materials to class
- being out of assigned seat or lab area without permission
- failing to keep desk area, books, etc. neat
- chewing gum, eating, or drinking in class
- not being courteous and thoughtful of staff and classmates

A's in citizenship given to those with two or less checks, B's for four or less, C's for six or less, D's for eight or less, etc.

Now that we have read and discussed all these guidelines and you know how my classes function, we can begin to enjoy our subject matter. It is my hope that each of you will have a good time in my class as well as learn facts. Maybe some of you will make some new friends, or gain some study skills that will make your other classes easier. Think about all the positive things that can happen here and we will make the most of each day. Each of you will contribute to class, either positively or negatively and we will have more time for fun activities if the contributions are positive.

SAFETY AND CLASS GUIDELINES CONTRACT:

I have read and discussed the guidelines for Mrs. Huffman's class
I will follow all instructions given by the teacher.
I will protect the eyes, face, hands, and body of myself and other while conducting class and lab activities.
I will carry out good housekeeping practices and do my share of classroom clean-up.
I know the location of the first-aid kit and fire-fighting equipment.
I will conduct myself in a responsible manner at all times in class and laboratory situation.

I, ______________________________, have read and agree to abide by safety and classroom guidelines. I further agree to follow all other written and oral instructions given in class and will do my best to contribute to our science class.

Date ________ Signature ______________________________

* * *

Dear Parent/Guardian:

I know you are asked to read and sign a lot of forms at this time of year but I do feel your support and understanding of our science program is vital to your student's success, so I am asking that you read the guidelines that we have discussed in class and sign this student contract form. (Your student will receive credit for returning this to Mrs. Huffman.) Please feel free to call me for returning this to Mrs. Huffman.) Please feel free to call me at 691-5440 at any time if you have questions or concerns regarding your student's progress. Thank you for your cooperation and support you give Montgomery Junior High School staff and faculty. I am looking forward to having your student in my class.

Sincerely,

Estelle Fletcher Huffman, R.N, B.S., M.P.H

Date ________ Parent/Guardian Signature ______________________________

INTRODUCTORY STUDENT SURVEY

Name ______________________________

Phone ________________ Birthdate ____________

Father's Name ________________________

Mother's Name ______________________

Where does your father work?

____

Where does your mother work?

____

How many sisters do you have? _____

How many brothers do you have? _____

Who is your best friend? ______________________________

What is your FAVORITE: color? ______________ food? ______________

TV program? ______________ School subject ______________

Is school: easy & fun/difficult but OK/difficult & no fun (circle one)

What do you do with your FREE TIME? ______________________________

What is the title (or subject matter) of the last book or magazine that you have read?

____

What man (living or dead) do you admire most? ______________________

What woman (living or dead) do you admire most? ______________________

Do you think you want to go to college? yes/no (circle one)

What do you think you would like to be? ______________________

Circle the SCIENCE classes that you have taken, give teacher's name, and indicate PASS OR FAIL:

Intro. to Earth Science	______________	Pass/Fail
Intro. to Physical Science	______________	Pass/Fail
Intro. to Life Science	______________	Pass/Fail
General Science	______________	Pass/Fail

PLEASE LIST YOUR CLASS SCHEDULE:

Period:	1	2	3	4	5	6	7
Subject:							
Teacher:							
Room:							

Circle the LUNCH PERIOD that you have: First/second

Circle how you get to school: Walk / come in a carpool / school bus / city bus / a friend's car

Thank You

EXHIBIT 69

INTRODUCTORY LETTER TO STUDENTS

July 13, 1985

Dear ______________________________,

Hello! My name is ________________ and I will be your new teacher in a few weeks! I am very excited to meet you on our first day of school. Third grade is real exciting and you will be learning new things like handwriting, multiplication, division, oceanography, storywriting, drama, plus lots more.

I would like for you to bring a baby picture plus a recent picture of yourself on the first day of school. Put it into a very secret envelope and don't let any of your friends peek! We will be making a special game to help us all get to know each other better.

So, my friend, enjoy the rest of your vacation, and I will see you soon in room B3. Just look for my name on the door. Get ready for lots of new and exciting experiences. Third grade is just a few weeks away. Good-bye for now!

Your New Third Grade Teacher,

EXHIBIT 70

Tell Me All About Yourself

1. What kinds of books do you enjoy the most? ____________

2. What are some things you know a lot about? ____________

3. What are some things you would like to know more about? ____________

4. What interesting places have you been? ____________

5. Where are some places you would like to visit? ____________

6. If you have any collections, what are they? ____________

7. What do you like to do in your free time? ____________

8. If you could be a famous person for a day, Who would you be? ____________

9. What have you enjoyed the most about school in the post? ____________

10. If you take lessons of any kind, what are they? ____________

11. If you have pets, tell me about them? ____________

12. What are you good at in school? ____________

13. What do you think you might need extra help on in school? ____________

Name →

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Name →

Pg. 2

14. What is your favorite:
food? ______________________
place? ______________________
sport? ______________________
car? ______________________
indoor activity? ______________

15. Who is your favorite:
movie star? ______________________
relative? ______________________
friend? ______________________

16 Complete these sentences:

Happiness is... ______________________
____
____

If only... ______________________________
____
____

Friendliness is... ______________________
____
____

To core is... __________________________
____
____

EXHIBIT 71

Fun Family Facts

Name ____

1. How many people in your family have freckles? ____
2. How many people are in your family? ____
3. Who is the youngest member of your family? ____
   How old is that person? ____
4. Who is the oldest member of your family? ____
   How old is that person? ____
5. What is the farthest distance a member of your family has ever traveled? ____
6. What is the neatest thing you have ever done with your family? ____
7. Where would your family like to go for a vacation if they could? ____
8. Who is the most interesting person in your family? ____ What makes that person so interesting? ____
9. What time of the day were you born? ____
10. What was the funniest thing you did as a baby? ____

Please fill out this survey at home with your family and return it to school.

EXHIBIT 72

END-OF-THE-SCHOOL-YEAR THANK YOU LETTER TO PARENTS

____

Date

Dear ______________________________,

Thank you for attending back-to-school night, open house, the parent-teacher conferences, and for supporting the school and my classroom in many other ways. You have been an important part of ________________'__ educational program. It is a pleasure to have worked with you.

I hope your vacation will be relaxing and fun. Enclosed are a book list and some home-learning activities to help your child maintain skills over the summer. Have a great vacation.

Sincerely,

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Classroom Newsletters

Classroom newsletters are an excellent way to keep in touch with parents and help them be a part of their child's education. Frequent and regular class newsletters enable parents to sense the feeling and momentum of the class and gain insights into what their child is learning.

Class newsletters can include simple graphics, samples of student work, and parent education information. The newsletter is a good way to let parents know what is being studied in different curricular areas. It can give information about upcoming events and areas to be studied, as well as recent accomplishments of individual students and the class.

Class newsletters can be done in a variety of forms. The most important aspect is to keep them simple so that the communication can be maintained. If English is not the language spoken at home, translate the newsletter if possible. Perhaps a volunteer or a parent of one of the students in the class will do the translation. If it is not possible to do a translation of the class newsletter into the home language of the parent, be sure to review the newsletter with students, and ask students to tell their parents what is in the newsletter.

Teacher-Written Newsletters

The primary goal of a teacher-written newsletter is to communicate on a regular basis with the home. The format of this written communication can range from a traditional newsletter to a weekly lesson plan or a monthly calendar.

For examples of teacher-written classroom newsletters:

EXHIBIT 73: Keeping in Touch (English & Spanish)
EXHIBIT 74: The Room 10x's Newsletter
EXHIBIT 75: Kinder Kapers
EXHIBIT 76: March Calendar
EXHIBIT 77: Ocean Knoll Weekly Lesson Plan

Student-Written Newsletters

Organizing your students to produce a regular class newsletter engages them in a meaningful language arts activity. Since a primary goal of the newsletter is to communicate with parents, the sections of the newsletter should reflect this goal. Some possibilities are:

- message from the teacher

- upcoming events

- samples of student work
- student art
- parent education information
- lesson-of-the-week
- classroom visitors
- mini-surveys

If you are using computers in your classroom, newsletter articles can be written on the computer, printed out, arranged into your newsletter format, and then duplicated for distribution.

For sample student-written classroom newsletters, see:

EXHIBIT 78: The Computer Chronicles
EXHIBIT 79: Palmquist News
EXHIBIT 80: 7th Grade Honors Class Newsletter

An easy way to produce a regular weekly student-written newsletter is to give each student their own one-page newsletter "skeleton" to fill in. In "The Good News Bears" weekly class newsletter, each third and fourth grade student works a sample math problem, writes a sentence about a story the class is reading, and tells about a science or social studies activity. Within 15 to 20 minutes, each student has his or her own unique newsletter ready to go home.

EXHIBIT 81: The Good News Bears Weekly Newsletter

Commercially Available "Newsletters"

There are commercial publishers who print grade level masters that a school can purchase, duplicate and send to parents. These are not as personal as a class newsletter from the teacher or students, but they do indicate care and concern to parents and a desire to share information which may help them in their parenting role. (Refer to the "School Newsletters" section of this book for more information on these services.)

Commercially available materials include:

EXHIBIT 82: Growing Up

KEEPING IN TOUCH

____
Date

Dear Parents,

In an effort to communicate with you effectively, I'm sending home this form to let you know some of our planned areas of study this week. If you have questions, please use the back of the confirmation form to jot me a note.

Reading: ______________________________
____
____
____

Language Arts: ________________________
____
____
____

Math: _________________________________
____
____
____

Homework: _____________________________
____
____
____

Special Events: _______________________
____
____

I received your note listing some of this week's planned activities.

____
Signature of Mother or Father

Please use the space below to ask me any questions or comment on what we are doing in class. If you have a hobby or materials that will complement what we are learning in class and are willing to share, please let me know.

EXHIBIT 73

MANTENIENDOLOS INFORMADOS

____
Fecha

Estimados Padres,

En un esfuerzo de comunicarme efectivamente con ustedes, estoy mandando esta forma para hacerles saber lo que hemos planeado esta semana en ciertas areas de aprendizaje. Si tienen algunas preguntas, por favor use la parte de atras de la nota de confirmacion y escribir el mensaje.

LECTURA: ____________________
____
____
____

ARTES DE LENGUAJE: ____________________
____
____
____

MATEMATICAS: ____________________
____
____
____

TAREA PARA LA CASA: ____________________
____
____
____

EVENTOS ESPECIALES: ____________________
____
____

Recibi su nota que explica unas actividades de esta semana.

____
Firma de Padre/Madre

Por favor use usted el espacio de abajo para hacer cualquier pregunta a comentar sobre lo que estamos haciendo en las clases. Si tiene un pasatiempo o materiales que puedan aumentar lo que estamos apprendiendo en la clase y quisiera compartirlos, por favor aviseme. Muchas gracias.

EXHIBIT 74

THE ROOM 10 Xs NEWSLETTER

Dear Parents:

March is a busy month here at McKinley. The STATUE OF LIBERTY drive of collecting Kellog's cereal box tops ends this Friday. Several students in our class have been faithfully bringing in box tops. The READ-A-THON cut-off date is March 23. Have your child count the number of books they have read. The next step is to collect money from their sponsors and get the money sent in to the Multiple Sclerosis folks. Remind your readers that they can take home books from the school and classroom libraries every day. SCIENCE FAIR projects are due at school on Friday, March 15.

With Easter vacation only three weeks away, it is important to remind your child that we expect them to KEEP UP THE GOOD WORK, and CONTINUE TO LEARN. Although many of our students have now mastered the basic facts in math, it's a good idea to review, especially the multiplication table. When talking about school with your child, tell them that doing their best work is important all the time. Learning is not always easy. Taking time to do neat work is important. Practice is necessary whether it is learning a musical instrument, cursive handwriting, the multiplication facts, or drawing a picture. Remind your child they didn't learn to walk the first time they stood up. Quality learning takes TIME, ENERGY, and PATIENCE.

A big THANK YOU to all those parents who have been able to come in for a second conference. Communication between home and school is vital for solid learning to take place. It really helps me as a teacher to meet with each of you and assess your child's progress. You, as parents, are the key to your child's success. Little insights that you can give me about your child make my job easier in preparing your child for the next grade in school. WORKING TOGETHER = POSITIVE RESULTS. Remember, you parents are always welcome to visit our class any time. Come by and see what goes on in Room 10 during the day.

---Mrs. Maryel Roberts

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COMPOSITION DERBY

Story-writing continues in Room 10. This month, our stories were all short, 10-minute writings. We once again have three different topics: "Pencils", "Elephants", "Rainbows". There were a few guidelines given for each of the topics. As in the past, the authors have come forth with some interesting ideas. We all hope you enjoy reading them!

PRESENTING . . .
ten minute stories

PENCILS

Pencils are fun to break. They snap, crack and explode. You can chew pencils easily. If you bite them too hard, they break.

I have three broken pencils. The colors are red, yellow, blue. I also have five baseball glove erasers. The colors are pink, green, yellow, blue and brown.

Eric Penland

You use pencils for writing and erasing. Pencils are yellow and long. You can sharpen them, break them and chew on them. You have to be careful, though, because if you chew on them too much - they break! If they break too much, you don't have any pencil left. (You also have to be careful not to drop them.)

Jared Olson

ELEPHANTS

An elephant can be huge. It can also be middle-sized.

Right toward the elephant's head, his trunk gets fat. The trunk is used for feeding the elephant.

I have been on an elephant before. When they walk, their backs tilt side to side. You can ride an elephant without a saddle.

Sometimes you see an elephant in a circus. You might see an elephant in ribbons and bells.

Marc Garza

Elephants are very fat. The trunk of an elephant is very big. A ride on one of the elephants would be bumpy. Elephants have large feet. Elephants are usually acting in the circuses. If the elephant was all decorated, it would have bells and ribbons on it. The most fun about elephants is that you get to ride on them, and you get to pet them.

Elephants are good at doing tricks.

Bryan Sherman

Elephants are neat. Elephants have very big trunks. Did you know that when you ride an elephant it is very fun?

Sometimes elephants are used in circuses. People put bells and ribbons on them.

Dana Whipple

An elephant's trunk is large. You can have a ride on an elephant in some zoos. You can see elephants dressed up in a circus. Elephants are large.

Justin Espino

RAINBOWS

People like colors in a rainbow. They think it is pretty. Most people like all the colors like red, yellow, orange, green, blue and purple. Colors are a nice thing to look at. They make everybody happy. Rainbows are nice to look at because they make you happy.

When people find the end of a rainbow, they find a pot of gold, too. At least, that's what people say. It makes them very happy. There is a leprechaun at the end of a rainbow, and he won't let you get the gold.

The sun is a very good thing. It makes the rainbow. It has to rain, and then the sun has to come out - that's what make the 'bow. The sun, the rain, and the rainbow are all very good things.

Julie Hinman

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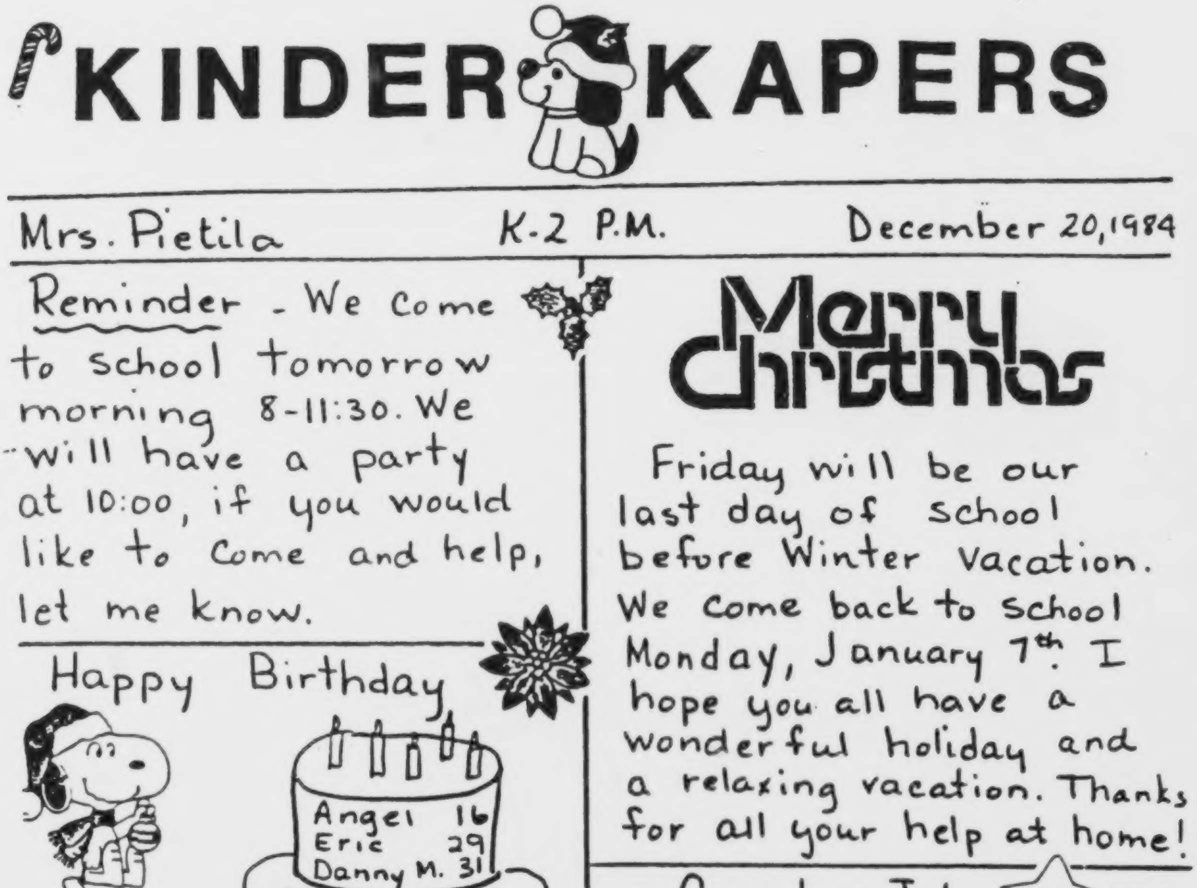
EXHIBIT 75



KINDER KAPERS

Mrs. Pietila K-2 P.M. December 20, 1984

Reminder - We come to school tomorrow morning 8-11:30. We will have a party at 10:00, if you would like to come and help, let me know.

Happy Birthday

Angel 16
Eric 29
Danny M. 31
December

Welcome to Anita Orozco, we are happy you are here.

Please help your child by reviewing the names of the first five letters of the alphabet (A, B, C, D + E) upper and lowercase. A special treat for each child who can name them for me on January 7th.

Merry Christmas

Friday will be our last day of school before Winter Vacation. We come back to school Monday, January 7th. I hope you all have a wonderful holiday and a relaxing vacation. Thanks for all your help at home!

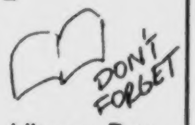
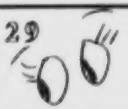
Great Job

The children did an excellent job in the two programs on Wednesday. They sounded like "Little Angels." I hope you were able to see one of the programs

Ocean Knoll Elementary School, Encinitas, CA.

EXHIBIT 76

1984 MARCH 1984

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Library Day	2 Review spelling words	3 Senior citizen interview questions due	4
5	6 Interview of senior citizen due	7 Math Homework	8 Library Day 	9 Review spelling words	10 Parent volunteers share careers	11
12	13 Arrow Book orders this week	14 Math Homework	15 Library Day	16 Review spelling words	17 Statue of Liberty and Science Fair Project DUE	18
19	20	21 Math Homework	22  Library Day	23 Review spelling words	24 Parent volunteers share careers	25 Read-A-Thon book lists finished
26	27	28 Math Homework	29  Read that Library book!	30 Review spelling words		Happy Spring Vacation ☺

--Fifteen minutes of daily reading builds good readers--

EXHIBIT 77

February 19, 1985

Dear Parents:

Attached is a copy of my lesson plans for the week. It includes the concepts covered in all subject areas, as well as homework assignments and current events assignments. From now until June, I will be sending these home so that you will be able to follow what is going on in your child's class.

Under COMMENTS, this week I have included a list of abbreviations I will be using. Usually, I will use this space to let you know of long-range projects, field trips, etc.

You will notice the TEAR OFF AND RETURN portion at the bottom. There is space for your comments. Please sign and return this with your child tomorrow. I will be keeping these for my records.

I hope you will come Thursday evening to Room 12 at 6:30. Mr. DeMitchell will explain the purpose of sending home my weekly lesson plan and other efforts the school is making to improve communications with parents. I will be available to answer questions. The P.T.A. Founders' Day Meeting follows at 7:00.

I will be interested to have your comments on my lesson plan now or during Parent Conferences, the week of March 11-15.

Thanks,

Nancy Johnson

Ocean Knoll, Encinitas CA

	STAFF MEETINGS 7:30-8:45	OPENING 8:45-9:00	READING 9:00-10:15	CURRENT EVENTS 10:15-10:35		MATH 10:50-11:40	11:40-12:20			1:15-1:45	1:45-2:15	2:15-2:55	HOMEWORK
MONDAY			FWE I FWE II FBM V&R	Ronnie Kirsten Scott Danny Brandt Becky	S	Compucat		H				Media Center	
TUESDAY	(TPR 7:45)	Journal Math Quickies	FWE I Main Idea Details FWE II Poetry Dewey Decimal No. FBM Myth Characterization V&R Share time capsules	Ryan Kristen Seth Mike Kurt	S	Compucat Estimating Word Problems Music-11:20		C	D	"Patchwacker" packet-home Discuss homework: Directions—Make a Sandwich		P.E. Fitness	1 ¶ Directions—Making a sandwich "Patchwacker" sign & return
WEDNESDAY	(Staff. Meeting 7:45)	Journal Math Quickies	FWE I Technical wds. FWE II Read poems orally FBM Imagery V&R Main Idea Pertinent Details	Alan Lara G. Lara K. Forest Josh Brad	E	Compucat Diagrams-Word Problems	Social Studies Ch. 9 Santa Fe Trail Texas	N	A	Science → SD&E Energy	Power Quiz Energy Audit-home	P.E Softball	Energy Audit w/parent Practice Ex. 6, 7, 8, if not done
THURSDAY	(TPR 7:45)	Journal Math Quickies	FWE I Card Catalog FWE II State reports FBM Read orally & discuss V&R Correct/questions	Jennifer Chuck Alex Josie Rebecca Rosaura	C E	Compucat Elevator chart & "At the Brook"	Oriental New Year Jenny	U	E	Art → Mrs. Rich Origami		Science Correct Practice Ex. 6,7,8	Book reports (6:30 Parent meeting 7:00 PTA)
FRIDAY		Journal Math Quickies	FWE I Questions on "In the Swim" FWE II Biography Review Card Catalog FBM Read orally & discuss V&R State reports	Bernice Elton Samantha Jenny Dulcinea Robert	R	Compucat Diagrams-Word Problems & "Chess Club"	Social Studies Ch. 9 The Alamo	L	R	Science SD&E Energy Review	Share Tuesday homework Sandwiches	P.E. Soccer	

COMMENTS Abbreviations: FWE-Friendly With Earth
FBM-Far Back Mornings
V&R-Visions and Revisions
AB-Activity Book
Ch.-Chapter
pp.-pages
¶-paragraph
?-questions
Items in ( ) indicate my meetings.

- - - - - - - - - TEAR OFF AND RETURN -

PARENT COMMENTS

PARENT SIGNATURE

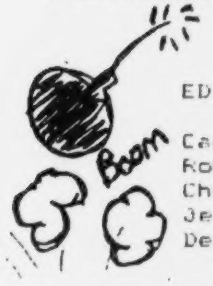
WEEK OF 2/19-2/22

EXHIBIT 78

The Olive Edition, Olive Elementary School, Vista, California

-- THE COMPUTER CHRONICLES --

WINTER 1984 **NEWS FROM ACROSS THE NATION FOR AND BY STUDENTS** A-1



EDITORIAL BOARD

Carey Braswell
Robert Dow
Chris Hart
Jeff McCauley
Derek Yard

Welcome to Our Last Edition!

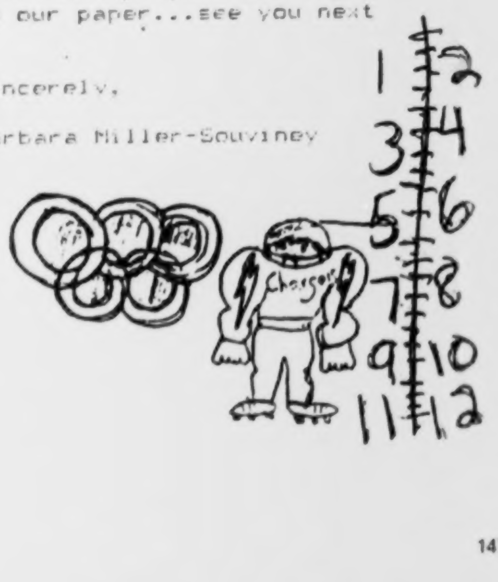
It has been a very exciting and satisfying year here in room B-2 at Olive School in Vista. We have used our classroom computer in many ways including the production of three Computer Chronicles newspapers.

Our thanks to all contributors for our final issue. We welome back our nearby friends from Garrison School in Oceanside as well as our Alaskan friends in Wainwright. We are happy to accept articles for this issue from a new school in Juneau, Alaska as well.

My personal thanks goes out to yet another fine, hard working editorial board who has the ultimate responsibility for accepting, editing and organizing all articles that you see here. We hope you will enjoy reading our paper...see you next year!

Sincerely,

Barbara Miller-Souviney



(Harbor View, Juneau, AK, 4-24-84)

War is a World Problem

Russia has some satellites in space with lasers. They may be able to blow a country away like that. It is possible that they could do that to us. But I am not sure if the U.S. could do that too, but that is inhumane in my opinion.

There is also a war gaing on somewhere also about religion. They may be able to cooperate by compromise. They could just let each other have each side do their own thing or they could mix both up together and have one big religion.

By, Senny, Grade 6

(Garrison, Oceanside, Ca. 12-5-83)

Star at Garrison

On December 15 and 16 Ms. Whooleys class had Willie Buchanon as a substitute. The class really enjoyed having him for a substitute and did a lot of special things. On the end of the 15th he was signing autographs for anyone that wanted them.

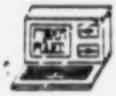
By, Heather and Colina, age 11

The Soviets Are Not Coming to the Olympics

The Soviets aren't coming to the Olympics in July in L.A. because they want more security for their athletes that are going to compete . The U.S. didn't go to the Olympics they had in the Soviet Union.

By, Derek Yard
Grade 4
Olive School

EXHIBIT 79



PALMQUIST CHRONICLES

SPRING 1986 VOL.2
MR. ROWE'S CLASS GRADE 6

EXCELLENT CLASS

By Robert D. Rowe

Dear sixth grade class of 1986,

I feel this has been an absolutely terrific year for all of us. You have been a fantastic group of students to work with and I am proud to have been your teacher. Each and everyone one of you should feel incredible good about what you have accomplished. I expected alot from you, pushed you hard and it is amazing to see how much you have developed intellectually and socially.

I am particularly pleased with the progress you made in your ability to write and solve nonroutine problems. Your writing fluency and quality improved tremecously. In problem solving, your ability to understand tough problems, plan out solution strategies, carry them out and evaluate your own work is remarkable. Your thinking is so much more logical, systematic and organized that college professors are impressed.

I hope this year has prepared you not only for junior high, but for high school and even college. I firmly believe that everyone I worked with this year has become responsible and capable of working in different situations that sometimes requires cooperation and team work, and sometimes independence and self- reliance. I also know that all of you have the ability to go to a good college and to become a constructive citizen in our society.

More than anything, I enjoyed my year with you because you were all unique and I had a wonderful time just being with you. I looked forward to coming to school because I knew you were going to be there. We spent close to 6.5 hours a day together for at least 180 days. That comes out to be 1,170 hours that we spent together. I will always remember you and cheerish the time we had. Take care of yourselves, have a great summer and keep pushing yourselves to be the best you can be.

Summer Vacation

By Shiree

Summer vacation here is fun. The weather here is bright and sunny. Most people go down to the beach for a day of fun in the sun. The water is mostly warm. People lay on the beach and get suntans, and others play in the sand or swim.

Sometimes people go to the pool. The pool is three to twelve feet deep. This is The Brook St. pool. There are very nice life gaurds there.

Often tourists visit our amusement parks. The three major amuesment parks in California are: Disneyland, Knotts Berry Farm, and Magic Mountain. My personal favorite is Magic Mountain.

Disneyland is a fantacy world. It has people dressed up in costumes to look like all the characters in the Walt Disney books. The rides that I like the best are: Space Mountain, Thunder Mountain, and the Madernorn.

Knotts Berry Farm is the home of Snoopy. There is a person who is dressed up like Snoopy. The rides I like the best there are: The Mine Ride, The Cork Screw, and Montazumas Revenge.

Math and How You Use It

By Rachel K. Acuna

Math is a very important subject. You will use all your life. You have to use math in most everything in the world around you. For most people math is a favorite subject.

Math is important because yc will have to use it for the rest of your life. You have to use math for many things. You have t use math for buying clothes and groceries if you what to survive in this life of ours.

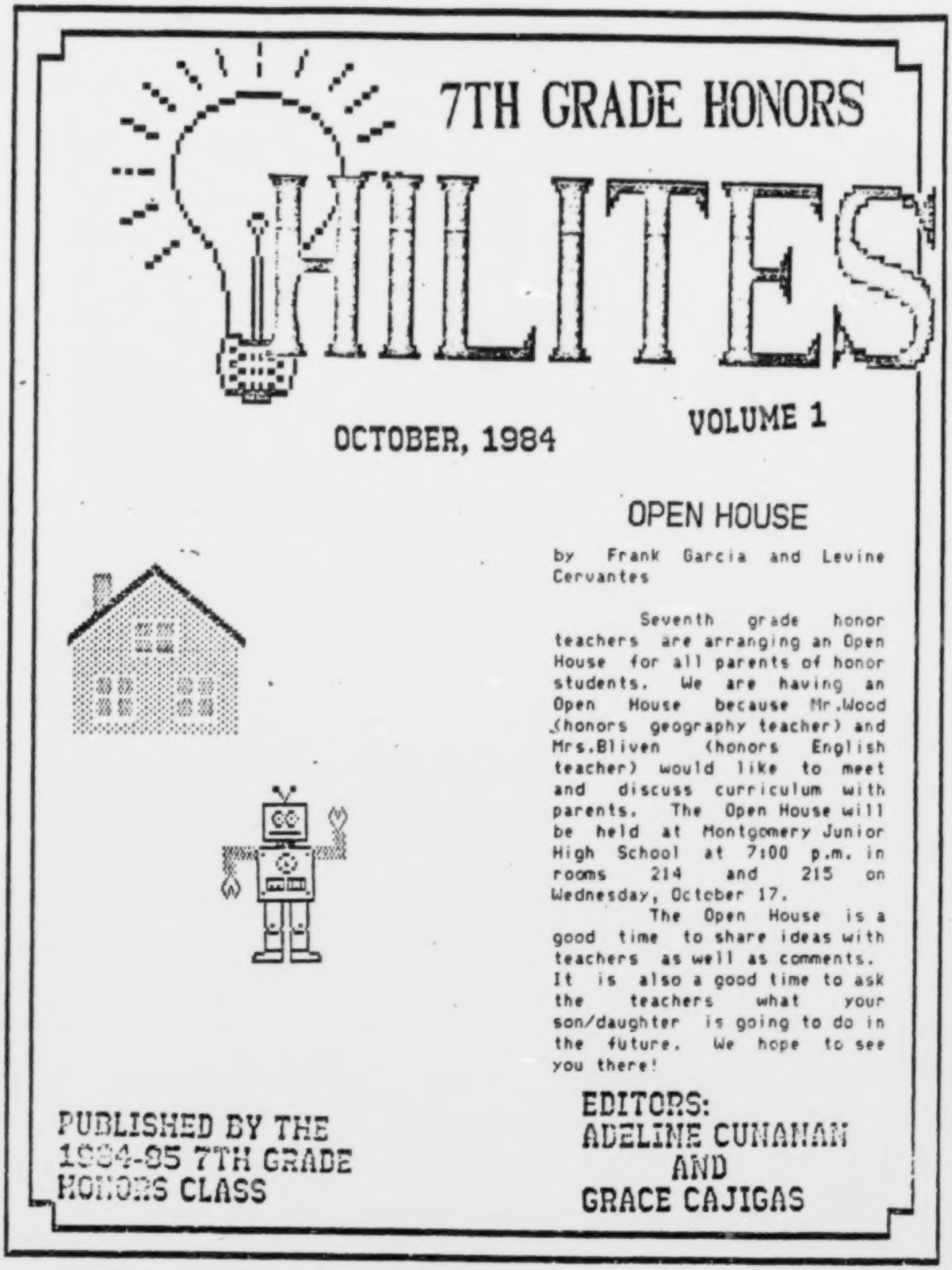
You will use math all your life. You will have to use math while you are in Elementary school, Jr. High, and High schoo You will probably have to use mat in college too. If you would like to have a nice job then you will have to learn how to use math.

You have to use math even when you out in the wilderness. You have to use math when you use a compass. You don't want to get lost unless you mean to. You hav to use math when your camping. Yc have to use math for measuring things to eat.

For alot of people it is a favorite subject. Like with me for instance, I like math because it keeps you busy. It can also get boring using all these meaningful numbers it gets kind c tidious. But I get good graces in math so I enjoy it.

Math overall is a tool used for figuring out problems and is used for games and other fun things. I think nobody in this world could get along without math.

EXHIBIT 80



7TH GRADE HONORS HILITES

OCTOBER, 1984

VOLUME 1

OPEN HOUSE

by Frank Garcia and Levine Cervantes

Seventh grade honor teachers are arranging an Open House for all parents of honor students. We are having an Open House because Mr.Wood (honors geography teacher) and Mrs.Bliven (honors English teacher) would like to meet and discuss curriculum with parents. The Open House will be held at Montgomery Junior High School at 7:00 p.m. in rooms 214 and 215 on Wednesday, October 17.

The Open House is a good time to share ideas with teachers as well as comments. It is also a good time to ask the teachers what your son/daughter is going to do in the future. We hope to see you there!

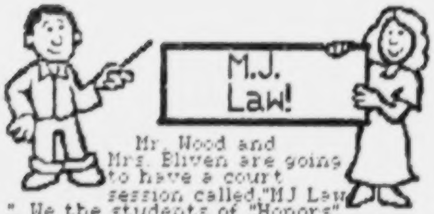
PUBLISHED BY THE
1984-85 7TH GRADE
HONORS CLASS

EDITORS:
ADELINE CUNANAN
AND
GRACE CAJIGAS

Montgomery Mayans 7th Grade Honors Tribune

Created by: Chander Burgos
Sarah Castillo
Jaime Teagle

Jan. 14, 1987



Mr. Wood and Mrs. Bliven are going to have a court session called "MJ Law". We the students of "Honors" have the task of being lawyers and creating arguments over the issue of "Climatic Control." This is a fun assignment that you learn, enjoy, and also get points to your grade. MJ law will be video taped and be in the movie at the end of the year. Good Luck!!!

VOTE
VOTE
VOTE

Vote for:
Chander Burgos for
Duke!!!
&
Eileen Pusung for
Dutchess!!!
At Valentines Dance!!!

Editorial

This was the first issue of "Montgomery Mayans 7th Grade Honors Tribune." This was the first of many issues to come. If you have any stories or suggestions for the newspaper, please contact Sarah Jane Castillo, Chander Burgos, or Jaime Teagle. Thank you.

Sincerly,
Chander Burgos
Sarah Castillo
Jaime Teagle

Don't make fools out of Mr. Wood and Mrs. Bliven!!!

Be prepared for Tuesday, Jan. 20th. A guest speaker named Mr. Dixon will be here during 5th and 6th periods.

Are you under Pressure?
Do you have trouble with your love life?
Write to Dear Jaime, (Girls)
or to Dear Denny. (Boys)
They'll solve your problems no matter how bad they are!!!
Put letters in the box in Mrs. Bliven's Rm

Created by:
Chander Burgos
Sarah Castillo
Jaime Teagle

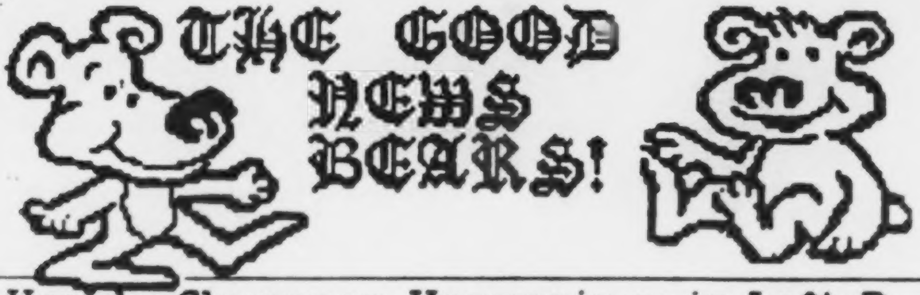
Special Thanks:

To: Mrs. Bliven for letting us use materials for our newspaper.

To: Mr. Wood for giving us POINTS for this newspaper.

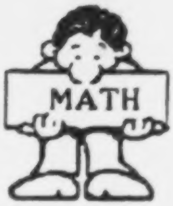
To: The P.I. Dreamteam and all of our good friends.

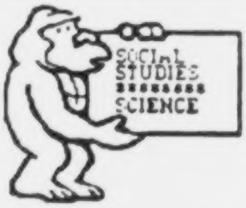
EXHIBIT 81



THE GOOD NEWS BEARS!

Weekly Classroom Happenings in Loft B





Silver Wing School, Chula Vista, CA

TIPS FOR PARENTS!

1. Love your children even when you are unhappy with their behavior.

2. Know how you want your children to behave and tell them what you expect.

3. Set an example for your children. Children learn from watching others, especially their parents.

EXHIBIT 82

Growing Up

Grade 9 March Part 1

Self-concept affects your entire life: Make it positive!

Self-concept is the view we have of ourselves. We see ourselves as good or bad, attractive or ugly, smart or stupid.

Actually, each of these views has two aspects.

First, we are aware of how well we are achieving or how we act in certain situations. For instance, suppose we get a "C" in mathematics. When we evaluate that "C," we either say:

"C" again! I'm really stupid!

Or,

A "C"! That's great! I'm hanging right in there.

What others think

People—parents, peers, teachers—help us develop our self-concept. They are usually only too willing to tell us what they think of us—especially the negative things. Before long, we come to believe these messages. We begin to think of ourselves in a certain way and to act accordingly.

If our self-concept is negative, we may avert our eyes, look away, or cross the street rather than meet a person. Or we may stop trying because we are sure we will never be as good as a brother or sister.

If our self-concept is positive, we hold our heads high, square our shoulders, look people confidently in the eye, and know we will succeed.

Analyze your self-concept

What is your self-concept?

Analyze yourself. Talk with your guidance counselor and parents. List all your strengths, things you know you succeed at.

For example, what subjects are you passing?

What hobbies or interests do you have?

List the compliments you've received over the past week. By brainstorming with a counselor, a favorite teacher or your parents, you'll each think of things that the other has forgotten.

Improving yourself

Once you have the list completed, think of one—and only one—thing about yourself that you would like to improve.

Maybe you'd like to make more friends. Use your strengths to do that.

For example, you might enjoy building things at home with your dad. Carry the skills you have developed at home over to school. Go into the woodworking shop after school. You'll probably find other students with similar interests there already working on projects. Your common interests will naturally bring you together.

Or, you could join a club. If you play chess at home, join the chess club at school. The school doesn't have one? Ask a favorite teacher to help you start one.

We all have strengths and weaknesses. More important, though, is the fact that we all have more strengths than we are usually aware of. Will Rogers said, *"We're all ignorant, only in different things."* The other side of this is *"We're all gifted . . . only in different things."*

Self-concept is what we make it. Make yours good!

"What a man thinks of himself, that is what determines his fate."
—Henry David Thoreau

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Report Cards & Interim Progress Reports

The most commonly used means of reporting pupil progress to parents is the quarterly report card. This report usually includes academic, social, and behavioral information, and comments from teachers regarding the student's progress. Some school districts offer parents a choice of graded reports or nongraded reports of student progress. Nongraded reports usually consist of a written narrative of progress in each academic area, specific learning, and objectives for the next grading period. Many reports also include a letter grade or comments on homework, behavior, and work habits for that period.

Report cards provide important information, as well as motivation and feedback to students and parents. They are an effective means of communicating with families. However, the effectiveness is limited by the infrequency of the report. They have a significant effect just before and just after they are received by families, but more frequent reporting is needed to sustain student effort.

Weekly and Interim Progress Reports

Weekly and interim progress reports are one way of increasing the frequency of reporting progress to parents. The effective schools research shows that in effective schools student progress is assessed frequently and teachers inform students and parents often about their progress. Parents need information before grade reports, so that they can work with the teacher and student to improve or maintain grades. Traditionally, secondary schools use "failure notices" as an interim report to parents and students. Although these notices give some early warning, they frequently do not address the specific deficiencies, unmastered skills, or missing assignments. More detailed reports that state specific needs help parents to better assist students.

Reports of weekly academic and behavioral progress are:

EXHIBIT 83: Weekly Report on Student Performance to Parents
EXHIBIT 84: Weekly Student Behavior Report
EXHIBIT 85: Teacher Gram/Parent Gram
EXHIBIT 86: Parent Bulletin
EXHIBIT 87: Sizing It Up - Student Progress Report
EXHIBIT 88: Interim Progress Reports (elementary and secondary)
EXHIBIT 89: Subject Area Progress Report (secondary)
EXHIBIT 90: Student Progress Report (English and Spanish)
EXHIBIT 91: Narrative Pupil Progress Report

Daily Progress Reports

Sometimes daily reports are necessary for student progress. The "Passport" technique is an effective way to maintain systematic parent-school staff cooperation. It is a technique that is often used with Special Education students and other targeted high-risk students (Runge, Walker, Shea, 1975). The student carries an ordinary spiral notebook (the "Passport") or a chart everywhere he or she goes at school and between school and home. All the adults who influence his/her behavior and academic performance may write in the notebook (parents, teachers, aides, bus drivers, etc.). Points are awarded by parents and teachers for carrying the passport, appropriate behavior, and completed assignments. Students may periodically exchange points for desired rewards. Teachers introduce the technique to parents and students separately. Parents and teachers agree on rewards, how to give points, and behaviors they want to help the student change. If time is short, teachers may want to develop some simple symbols to convey the messages about appropriate behavior and completed assignments, for example, pluses, checkmarks, minuses, smiling or sad faces.

Everyone who writes in the passport will want to be brief, honest, and informal. They all need to respond when another asks for special help with the student. If the passport system is going to be used, it must be used consistently by all.

For daily progress reports, see:

EXHIBIT 92: The Passport
EXHIBIT 93: Daily Report on Completion of Homework

Reporting Test Results

Sharing test results with parents is also an important part of reporting pupil progress. Often the major testing companies which produce nationally normed tests have available a form designed to report individual student results to parents. These reports list specific skills which have been mastered and those skills which have not been mastered. Teachers can share commercial individual reports at conferences, or can use a teacher-made reporting form that gives similar kinds of information.

For a test report form see:

EXHIBIT 94: CTBS Test Results

Recognizing and Reporting Student Achievements

Sending occasional positive notes home recognizing student efforts and accomplishments is an important means of building rapport with parents and investing in the child's future success. When teachers send good news to parents, it is like putting money in the bank. If a child experiences difficulty later in the school year, there is good will and a positive feeling to draw on to help solve the problems. Many educational supply stores have easy-to-use, pre-printed notes and certificates that teachers can send. The advent of the computer also greatly facilitates the creation of personalized notes and messages. These customized messages can even invite two-way communication by providing space for parents to respond. In addition to written communication, principals, teachers and counselors in both elementary and secondary schools are getting the good news home by making a commitment to call two parents a week. When used in systematic ways, these written and oral messages provide regular positive contact with parents. They reinforce students' academic performance and behavior. They also help to support other ongoing home-school communication activities.

Examples of school recognition messages are:

EXHIBIT 95: Good News!
EXHIBIT 96: Monterey Heights Recognition Letters
EXHIBIT 97: Congratulatory Letter to Parents (elementary)
EXHIBIT 98: Congratulatory Letter to Parents (secondary)

At Mission Bay High School in San Diego, California, teachers complete postcards that are sent to parents. The messages on the postcards are all positive comments about the student, briefly telling of a specific success, progress, or other good news item. The purchasing, postage, and mailing of the postcards is done by the office staff.

EXHIBIT 99: Mission Bay High School Postcards
EXHIBIT 100: Student Recognition Postcards (secondary)

Student of the Week Recognition

"Student of the Week" recognition programs are another way to recognize students and promote communication with parents. Teachers choose a student of the week and notify parents of the chosen student by sending an award or other special note. At a monthly awards ceremony, the school honors all the students of the week and the students of the month from each class. Parents receive individual invitations to the awards assemblies or other special recognition activities.

Another way that teachers can acknowledge students and involve parents is to feature a student of the week on a class bulletin board. Ask parents to provide family pictures, funny and positive stories about the child or family, favorite family holidays, special hobbies, interests and talents.

For More Information....

Runge, A. J., Walker, J. E. and Shea, T. M. 1975. A passport to positive parent-teacher communication. Teaching Exceptional Children. 7(3):91-92.

Shea, T. M. and Bauer, A. M. 1985. Parents and Teachers of Exceptional Students. MA: Allyn and Bacon, Inc.

EXHIBIT 83

MONTGOMERY JUNIOR HIGH
WEEKLY REPORT ON STUDENT PERFORMANCE TO PARENTS

Week of ________________ Student __________________________

Student will fill in class names. Teacher please circle yes or no and initial.

Per.	Class	Completed All Work	Acceptable Behavior	Initial	Comments
1.		yes no	yes no		
2.		yes no	yes no		
3.		yes no	yes no		
4.		yes no	yes no		
5.		yes no	yes no		
6.		yes no	yes no		

……………………………………………………………………

Please tear off, sign and return each Monday.

Student comments about progress: ______________________________

____

____

Parent comments: ______________________________________

____

____

Parent signature ______________________________ ✍

Reprinted with permission from Montgomery Junior High

EXHIBIT 84

WEEKLY STUDENT BEHAVIOR REPORT

Student name ______________________________

Student's weekly home report for ______________________
(class name, period)

Week of ____________
(date)

	Mon.	Tues.	Wed.	Thur.	Fri.**
1. Student attended class on time.*					
2. Student brought all needed materials.					
3. Student completed homework.					
4. Student participated in discussions appropriately.					
5. Student stayed on task during seatwork.					
6. Student showed courtesy and respect towards teacher and classmates.					

Instructor Comments: ______________________________

____

____

* Teachers please indicate behavior by using +, -, or NA, and initial.
** This could be converted to a daily report by substituting period during the day for days of the week.

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EXHIBIT 85

TEACHER GRAM

NAME Jane Smith

WEEK November 5-9

GOOD NEWS Work Habits: All homework turned in on time!

Behavior: Jane was able to work without distracting those around her most of the time.

Reading: Two book reports turned in for the "Read-a-Thon". Great work.

CONCERN

Math: Do you have any non-digital clocks at home? Jane is having problems learning concepts in telling time---especially identifying half-hours. Practice at home would help. Attached is a list of study ideas on telling time.

PARENT GRAM

NAME Jane Smith

WEEK November 5-9

GOOD NEWS

Jane is getting better at beginning homework at the set time and completing it. Our idea of giving her points for beginning it on time and completing it is working well. She wants to use the points to earn T.V. watching time.

CONCERN We had trouble with the "greater than and less than" math problems. Jane needs help with this! We realized we didn't have any regular clocks in the house. We got Jane her own this weekend. Thanks.

SYCAMORE CANYON

Parent Bulletin

COUGARS

Name________________ Date__________

I. This week my work was finished ☐

II. I have work to finish ☐

MY WORK WAS NOT COMPLETED IN:

READING ☐
LANGUAGE ☐
SPELLING ☐
MATH ☐
SOCIAL STUDIES ☐
HEALTH ☐
SCIENCE ☐

III. Teacher comments____________________

____

____

IV. My citizenship was
☐ Very good
☐ Satisfactory
☐ Needs Improvement

V. Parent comments____________________

____

____

VI. Parent Signature ____________________

Sycamore...where everybody is somebody.

EXHIBIT 87

Sizing it up

STUDENT PROGRESS REPORT

Dear Parent,

This note is to keep you informed on the performance of your child ______________________ in his/her ______________ class between the dates of ____________________. Please read and sign it and then give it to your child to return to his/her teacher. Thank you.

Performance on class assignments	
Attitude and behavior in class	
Homework assignments completed and returned	

Your child needs extra help at home in______________
____

Additional Comments: ____________________________
____
____

Teacher's signature______________________ Date ________

Parent's comments: ______________________________
____
____

Parent's signature: ______________________ Date ________

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EXHIBIT 88

ELEMENTARY PROGRESS REPORT

Name ______________________________

Dear Parents:

Since report cards will be sent home soon, I feel you should know what kind of work your child is doing in my class. Please discuss this report with your child. There is still time for improvement.

If you have any questions concerning this report, I would appreciate it if you could come in for a conference.

Your cooperation is greatly appreciated.

Sincerely,

Reading ____
Science ____
Math ____
Social Studies ____
Spelling ____
English ____
Handwriting ____
Conduct ____
Work Habits ____
Effort ____
Homework ____
Conference Required ____

Child's Attitude Toward School
____

Ability To Work With Others
____

Parent's Signature/Comments
____
____
____

TIERRA del SOL MIDDLE SCHOOL
SPECIAL PROGRESS REPORT TO PARENTS
REPORT II - Areas of Special Achievement by Student

Student ____________________ Grade 6 7 8 Period 1 2 3 4 5 6 Date ____________________
Subject ____________________ Teacher ____________________

Dear Parent or Guardian: This report is to inform you that the student above has attained special achievement in the indicated areas:

SCHOLARSHIP
___ High classroom test grades
___ Excellent projects
___ Uses original ideas, is creative
___ Working to capacity
___ Positive approach to studies
___ Satisfactory progress
___ Excellent progress

EFFORT
___ Participating regularly
___ Showing serious effort
___ Prompt with assignments
___ Making extra effort
___ Noticeable improvement
___ Excellent work habits
___ Working independently

CITIZENSHIP
___ Excellent leadership qualities
___ Exceptionally good citizenship
___ Attending regularly
___ Gets along well with others
___ Pleasant disposition
___ Especially helpful
___ Very considerate

(A = Superior, B = Excellent, 0 = Outstanding, S = Satisfactory)
Other comments: ______________________________
____

RECOMMENDATIONS
___ This report is for your records. Please call if you have any questions.
___ Please sign this report and return with student.
___ Student is to be commended for his fine performance.

TEACHER'S SCHEDULE
I am available on M T W Th F at the following times: ____________________
For further information or clarification you may call me at the above time at 443-0555.

Parent Signature ____________________

EXHIBIT 89

SUBJECT AREA PROGRESS REPORT

Progress Report Biology - Ms. McVey

Name: Owen

	1st Quarter				2nd Quarter				3rd Quarter				4th Quarter			
Grading Period Ending									Jan. 31	Feb. 14	Feb. 28	Mar. 21	April 11	April 24	May 9	May 30
Written Assignments % since last report									100%	93%	+100%	113% ~~106%~~	107			
Tests/Quizzes % since last report									97%	98	100%	102%	106			
Missing assignments									0	1 out of 7 - may make up (absent)	0	0	0			
Written Assignments Total % to date										92%	100%	109%				
Tests/Quizzes Total % to date										97	99%	100%				
Academic % to date									99%	95%	100%	(105%) 103%	107			
Academic Grade to date								outstanding!	A+	A	A+	A+	A+			
											He's tops!		S			
Citizenship since last report									S	S	S	S				

3/21 Owen is doing well in Biology! LM

EXHIBIT 90

Student Progress Report
Reporte del Progreso del Estudiante

Class - Reading 600-700 *Clase - Lectura*

Student's Name ______________________________ Date ________________
Nombre del estudiante *Fecha*

Grade to date: *Calificación hasta la fecha:*

Scholastic *Escolástica*

A B C D F

Citizenship *Cuidadanía*

Excellent ______ *Excelente* ______
Satisfactory ______ *Satisfactorio* ______
Unsatisfactory ______ *No Satisfactorio* ______

Comments:
Comentarios:

______ 1. Participates and works well in class.
Participa y trabaja bien en clase.

______ 2. Shows improvement.
Ha mejorado.

______ 3. A pleasure to have in class.
Un placer tenerlo/la en clase.

______ 4. Unsatisfactory effort.
Esfuerzo no es satisfactorio.

______ 5. Talks in class frequently. Wastes time in class.
Habla demasiado. Pierde el tiempo en clase.

______ 6. Attendance poor - affects grade.
Grado afectado por ausencias.

______ 7. Assignment scores low.
Bajos resultados en tareas.

______ 8. Tardy to class frequently.
Llega tarde frecuentemente.

______ 9. Does not do homework.
No hace su tarea.

Teacher's Signature ______________________________
Firma de la Profesora Nancy Cummins-Slovick

Parent's Signature ______________________________
Firma de los Padres o Guardián

EXHIBIT 91

ENCINITAS UNION SCHOOL DISTRICT
Narrative Pupil Progress Report
School Year__________

Name of Pupil________________________________ Grade_____ Teacher____________________

Date of Report________________ School____________________

Immediate Goals:

Assignment for Next Year_______

Language Arts: (Reading, Spelling, Handwriting, Reference Skills, Oral & Written Expression)

Math:

Social Science:

Science & Health:

Special Subjects: (Art, Music & Physical Education)

Teacher Comments:

Personal Development — O, S, N, U

O—Outstanding
S—Satisfactory
N—Needs to improve
U—Unsatisfactory

RESPONSIBILITY
☐ Accepts responsibility for actions.
☐ Cares for property.
☐ Assumes responsibility for assigned tasks.
☐ Abides by school rules.

ATTITUDES
☐ Accepts suggestions and criticisms.
☐ Is considerate of others.
☐ Shows self control.
☐ Respects authority.
☐ Is cooperative.
☐ Shows good sportsmanship.

WORK HABITS
☐ Listens to and follows directions.
☐ Completes assignments on time.
☐ Works well with others.
☐ Works independently.

EXHIBIT 92

THE PASSPORT

8:30 a.m.

To: Ms. Stone

Billy had a great day on the bus. He sat in his assigned seat and said kind things to Kim. I thanked him for his behavior and gave him 3 points.

Mrs. Lee, Bus Driver

10:00 a.m.

To: Ms. Stone

During music today Billy was well-behaved but didn't participate much. I gave him 5 points for his good behavior. Let's meet at lunch to talk about ways of involving him in the lesson.

Mrs. Jones, Music

2:45 p.m.

To: Mrs. Smith

Billy had a good day today. as you can see from the notes. He got a perfect score on his spelling dictation! Please praise him for this great progress.

Tonight he needs to do the 5 math problems I gave him.

I'll talk to Mrs. Jones about his participation in music and let you know what we decide when we talk on Thursday.

Ms. Stone

To: Ms. Stone

I praised and rewarded Billy for the perfect spelling dictation. He was so pleased with himself and we both felt that the practice at home paid off. The math problems were a struggle. He needs more help on the ones we circled. Talk to you Thursday.

Jane Smith

Reprinted with permission from A.J. Runge, J.E. Walker, and T.M. Shea. 1975. A passport to positive parent-teacher communication. Teaching Exceptional Children. 7(3):91-92.

EXHIBIT 93

DAILY REPORT ON COMPLETION OF HOMEWORK ASSIGNMENTS

Name ______________________________ Week ____________________

Day	Period	Class	Homework	Teacher Signature
Mon.	1		Yes No	
	2		Yes No	
	3		Yes No	
	4		Yes No	
	5		Yes No	
	6		Yes No	
Day	Period	Class	Homework	Teacher Signature
Tues.	1		Yes No	
	2		Yes No	
	3		Yes No	
	4		Yes No	
	5		Yes No	
Day	Period	Class	Homework	Teacher Signature
Wed.	1		Yes No	
	2		Yes No	
	3		Yes No	
	4		Yes No	
	5		Yes No	
Day	Period	Class	Homework	Teacher Signature
Thur.	1		Yes No	
	2		Yes No	
	3		Yes No	
	4		Yes No	
	5		Yes No	
Day	Period	Class	Homework	Teacher Signature
Fri.	1		Yes No	
	2		Yes No	
	3		Yes No	
	4		Yes No	
	5		Yes No	

Parent Signatures

Mon. ______________________________ Tues. ______________________________

Wed. ______________________________ Thurs. ______________________________

Fri. ______________________________

EXHIBIT 94

SAN DIEGO CITY SCHOOLS

EDUCATION CENTER • 4100 Normal St., San Diego, CA 92103-2682 • (619) 293-8418

THOMAS W. PAYZANT
Superintendent

October, 1987

Dear Parent:

The enclosed Parent Report provides information regarding achievement testing in which your child participated last spring. For the first time, parents or guardians of elementary school children are receiving test results.

The scores your child received on the Comprehensive Tests of Basic Skills (CTBS) are only a general indication of achievement in basic skills. Enclosed with this letter and the Parent Report is a brochure designed to explain the district testing program and assist you in interpreting your child's scores.

Please review the information on the Parent Report with your child. If you have any questions regarding the information, the report, or the testing program in general, I urge you to contact your child's teacher or principal at the school of attendance.

Communicating the importance of education to your child is essential as you discuss the information in this report. The learning that occurs during the elementary school years is essential for children to take advantage of the many opportunities that lie ahead in secondary schools, colleges, and universities. Your support of regular school attendance, completion of homework, and informed selection and completion of courses will help ensure success for your child.

I appreciate your help and support.

Sincerely,

Thomas W. Payzant

Thomas W. Payzant
Superintendent

TWP:vjh

Enc.

G/10-87

CURRENT SCHOOL FOR THIS STUDENT:

FULTON ELEMENTARY
7055 SKYLINE DR
SAN DIEGO CA. 92114

STUDENT NAME:
STUDENT ID:
GRADE LEVEL: 01
TEST LEVEL: CU
DATE OF TEST: 04/87
PRINT DATE: 10/19/87

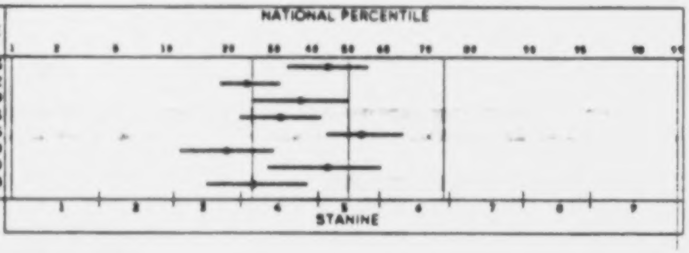
PARENT OR GUARDIAN:

Last **SPRING** more than 70,000 students in the San Diego City Schools were given a standardized achievement test called the **Comprehensive Tests of Basic Skills (CTBS)**. This letter is a report of the test results for the pupil whose name appears at the top of this letter.

The scores on this test are only a general indication of your pupil's level of achievement in basic skills. There are many areas of educational growth that are not measured by these tests.

TEST RESULTS

BASIC SKILL AREAS	PUPIL SCORE	RANGE
WORD ATTACK	45	34-55
VOCABULARY	24	18-32
READING COMPREHENSION	36	25-49
TOTAL READING	32	22-43
LANGUAGE EXPRESSION	54	44-65
MATH COMPUTATION	20	12-30
MATH CONCEPTS & APPL.	44	28-60
TOTAL MATH	25	16-36



INTERPRETATION OF RESULTS BY SKILL AREA

TOTAL READING

Your pupil's score was at the **32** percentile, nationally. This means that of 100 pupils who were given this test, this pupil scored higher than **32** of them. This achievement is **LOW AVERAGE.**

LANGUAGE

Your pupil's score was better than **54** percent of the pupils tested. This achievement is **AVERAGE.**

TOTAL MATHEMATICS

The percentile of **25** in this area indicates that the pupil's math achievement is **LOW AVERAGE.**

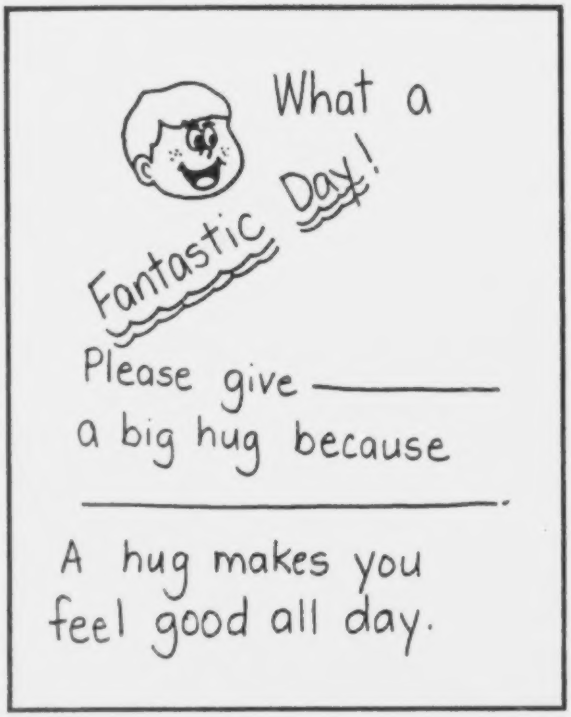
Subtest scores for specific basic skill areas are also shown in the chart above. On the right side of the chart, in the "National Percentile" area, a bar is used to represent the range of scores that this pupil would be expected to receive if the test were repeated.

You may wish to discuss these test results with your pupil's former teacher or a school counselor. Teachers have observed many other areas of educational growth and can provide additional information.

The brochure included with this letter provides more information about test scores. Please contact the school principal if you need any assistance in understanding this report or if you need the information translated into another language.

EXHIBIT **95**

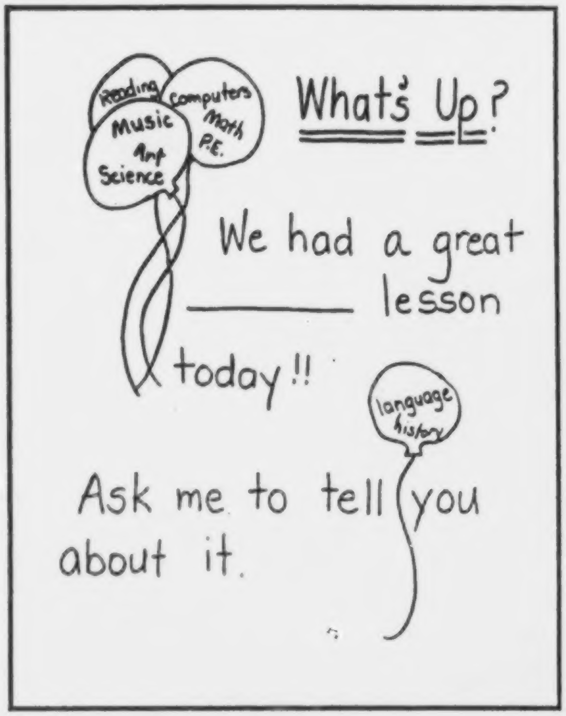
GOOD NEWS!



What a Fantastic Day!

Please give ________
a big hug because
________.

A hug makes you
feel good all day.

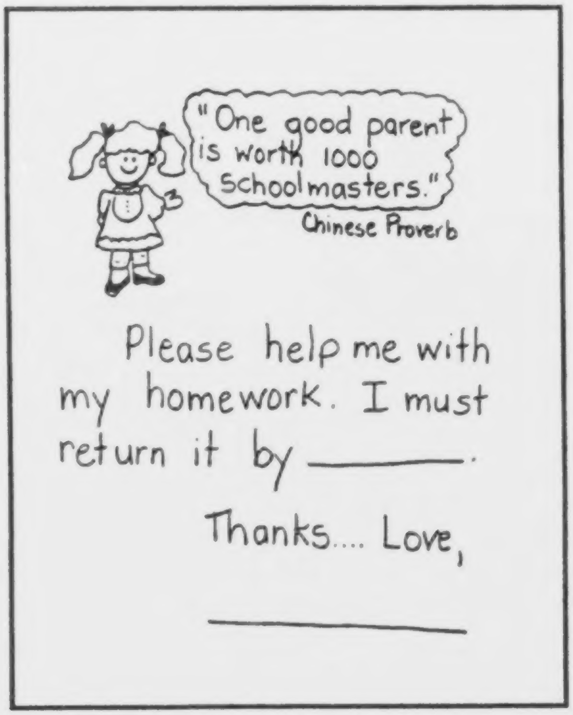


Reading
Computers
Music
Math
Art
P.E.
Science
language
history

What's Up?

We had a great
________ lesson
today!!

Ask me to tell you
about it.

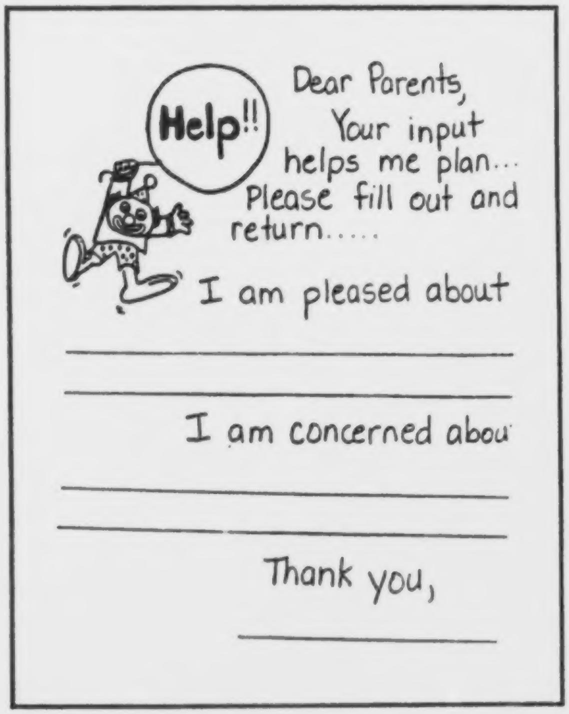


"One good parent
is worth 1000
Schoolmasters."
Chinese Proverb

Please help me with
my homework. I must
return it by ______.

Thanks.... Love,

____



Dear Parents,
Your input
helps me plan...
Please fill out and
return.....

I am pleased about

____

____

I am concerned abou

____

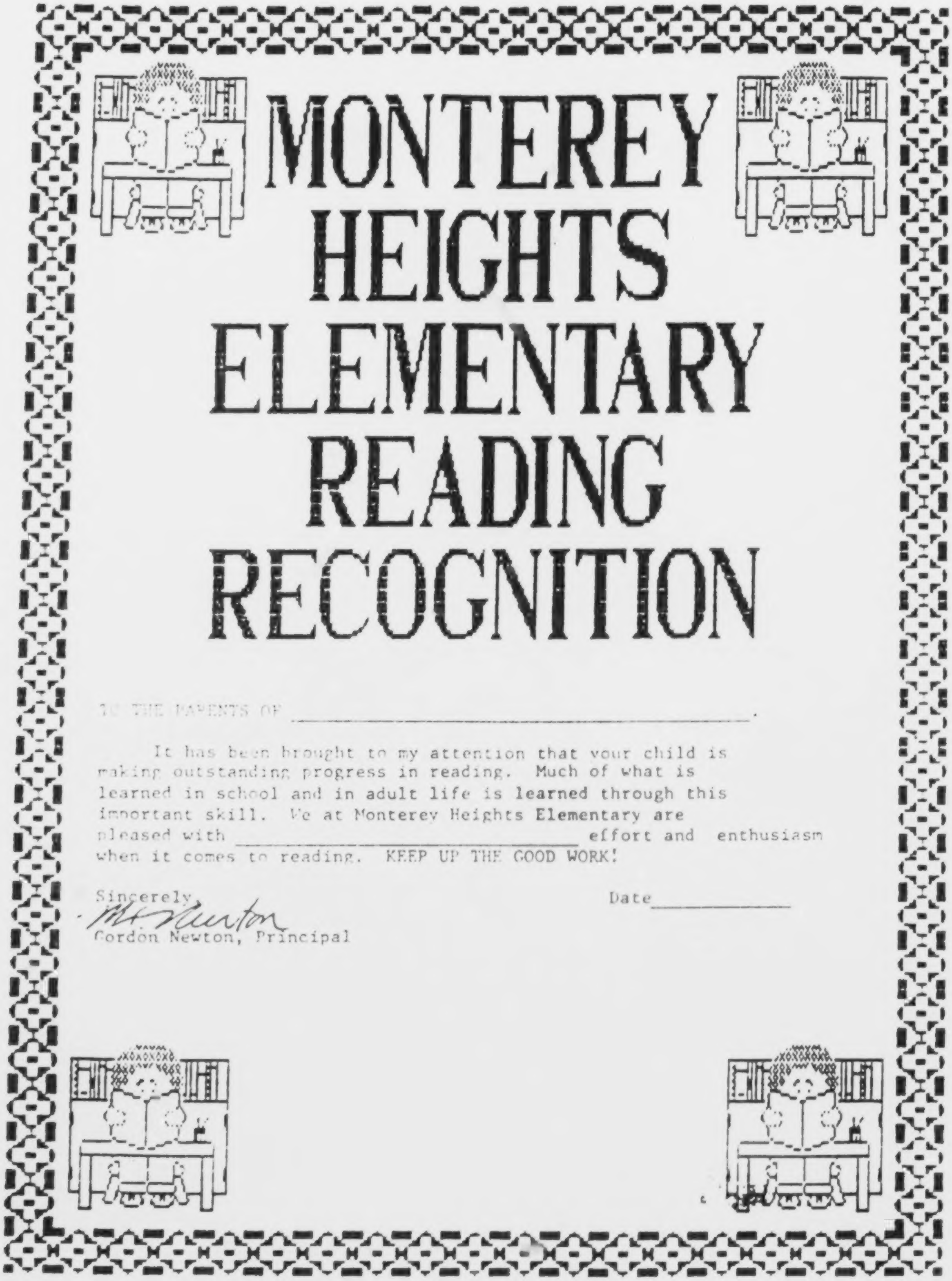
____

Thank you,

____

Reprinted with permission from Butte County, Ponderosa School "Getting the Message Home"

EXHIBIT 96



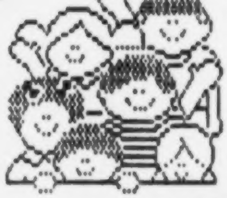
MONTEREY HEIGHTS ELEMENTARY READING RECOGNITION

TO THE PARENTS OF ______________________________.

It has been brought to my attention that your child is making outstanding progress in reading. Much of what is learned in school and in adult life is learned through this important skill. We at Monterey Heights Elementary are pleased with ______________________ effort and enthusiasm when it comes to reading. KEEP UP THE GOOD WORK!

Sincerely, Date__________

Gordon Newton, Principal



MONTEREY HEIGHTS "SAFETY KIDS DO IT SMART" PRINCIPAL'S RECOGNITION

Congratulations ______________________________ . You and the members of your class are to be commended for your smart, "safe" behavior on the playground. I have noticed that you cooperate well with other children and when disagreement occurs you talk it out, rather than throwing rocks or fighting. Because of your actions, our playground and recess breaks are safer for everyone.

Thanks,

____

Principal

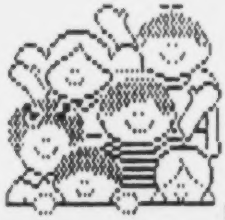


EXHIBIT 97

CONGRATULATORY LETTER TO PARENTS (ELEMENTARY)

Dear Parents,

We at are proud to announce that your child has done an outstanding job in academic work this week.

We would like to congratulate you on doing a superb job at home with your child, instilling in him/her pride and responsibility in the academic work at our school.

Sincerely,

______________________________, Principal

______________________________, Teacher

Adapted from Mary M. Bethune School, Cleveland OH

EXHIBIT 98

Montgomery Junior High School

SWEETWATER UNION HIGH SCHOOL DISTRICT

"FIRST IN EXCELLENCE - FIRST IN PRIDE"

1051 PICADOR BOULEVARD
SAN DIEGO, CALIFORNIA 92154-3597
(619) 691-5440

January 14, 1987

Mr. and Mrs. Smith
3523 Maple Street
San Diego CA 92154

RE: Adrian Smith

Dear Mr. and Mrs. Smith:

It gives me great pleasure as a principal of Montgomery Junior High School to acknowledge achievement on the part of any of our students. It is our sincerest desire that our youngsters enjoy success, and when they demonstrate either exemplary academic performance, outstanding citizenship or service to the school, they be recognized.

On the recommendation of Ms. Kear, I am pleased to commend Adrian. Ms. Kear states, "Adrian spent many hours outside school classroom. Through his effort, dedication and talent, he created an outstanding three-dimensional nativity scene which won third place and my respect and gratitude. Well done, Adrian!"

It is rewarding for parents and educators to work with such outstanding students, and I congratulate you for helping prepare your young person for this junior high school experience.

Sincerely,

William G. Demos
Principal

WGD:skh

TEACHER RECOMMENDATION FOR PRINCIPAL'S LETTER OF COMMENDATION

Date: ____________________

Student's name: ______________________________

Grade: _________

Subject: ______________________ Teacher: ______________________

Circle one: Spanish Speaking

English Speaking

Please check where applicable:

_____ Exemplary Academic Performance

_____ Commendable Academic Progress

_____ Outstanding Citizenship

_____ Commendable Demonstration of Leadership

_____ Outstanding Service to the School

_____ Other ____

Comments: ____

____

____

____

Montgomery Junior High School

EXHIBIT **99**

MISSION BAY HIGH SCHOOL

DATE February 16, 1988
MEMO TO All Staff
FROM Mary Lavlor, Effective Schools Committee Coordinator
SUBJECT **Positive Postcards for Parents**

Attached please find samples of the four positive postcards for parents, funded by grants from the San Diego County Office of Education and Solar Turbines Inc. Members of the Effective Schools Committee designed the postcards which were put on the MacIntosh by Mikes Bregante and Fulgham in the Computer lab and printed by Mr Scott.

The postcards offer staff members an opportunity to commend the parents of their students in the areas of Citizenship/Service, Academics, Attendance and Improvement. It is the hope of the Effective Schools Committee that you will use these postcards regularly.

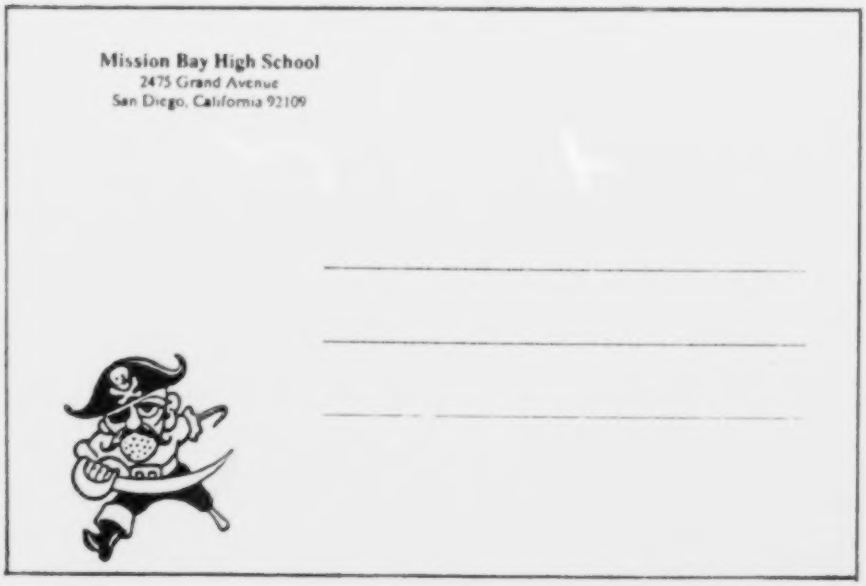
Here's how:

1. The postcards are located on the bulletin board by the teachers' mailboxes in the main office.

2. All you need to do is pick out the postcard you desire and complete the **back side only.** (student's full name, subject, checklist and signature). See the sample shown below.

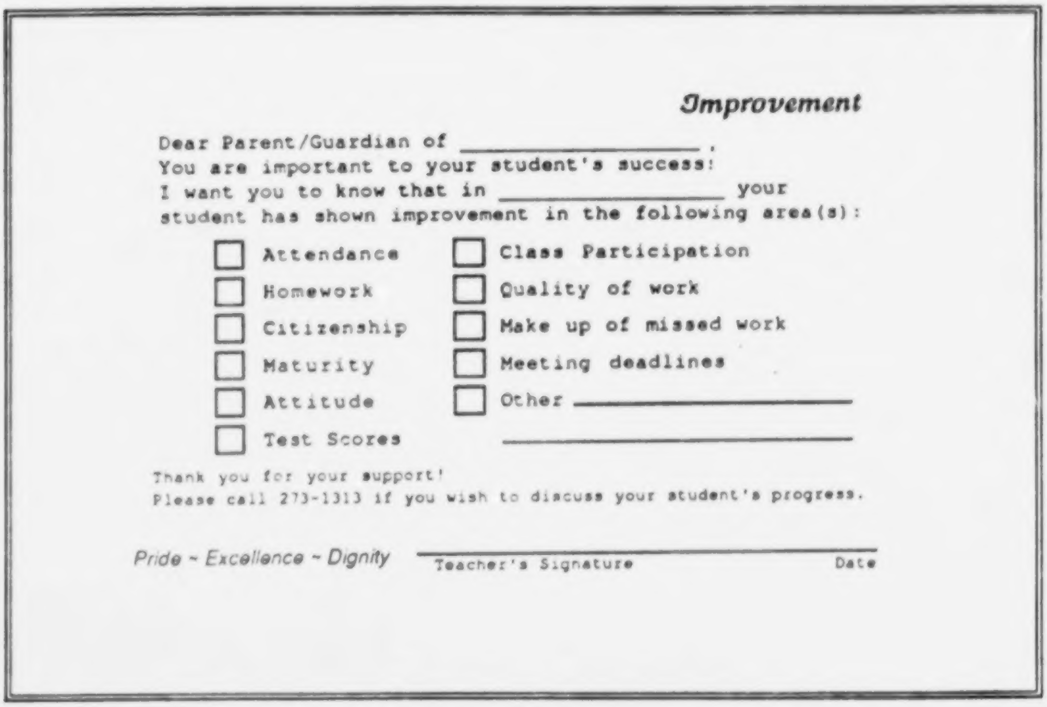
3. Place the postcard in the mailing box which is also on the bulletin board. **You do not need to write the student's address, supply postage or mail the postcard.** This will be done for you courtesy of the Effective Schools Committee.

4. Go ahead and start sending some positive feedback.



Mission Bay High School
2475 Grand Avenue
San Diego, California 92109

Mission Bay High School Postcards



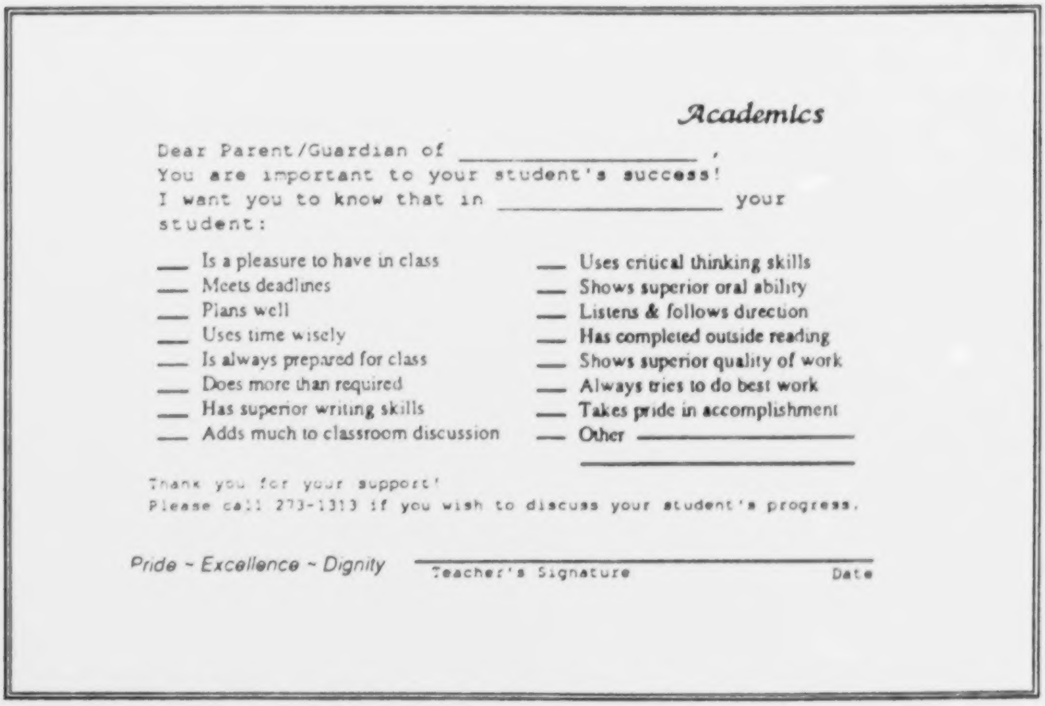
Improvement

Dear Parent/Guardian of ________________ .
You are important to your student's success!
I want you to know that in ________________ your
student has shown improvement in the following area(s):

☐ Attendance
☐ Homework
☐ Citizenship
☐ Maturity
☐ Attitude
☐ Test Scores
☐ Class Participation
☐ Quality of work
☐ Make up of missed work
☐ Meeting deadlines
☐ Other ________________
____

Thank you for your support!
Please call 273-1313 if you wish to discuss your student's progress.

Pride ~ Excellence ~ Dignity ________________
Teacher's Signature Date



Academics

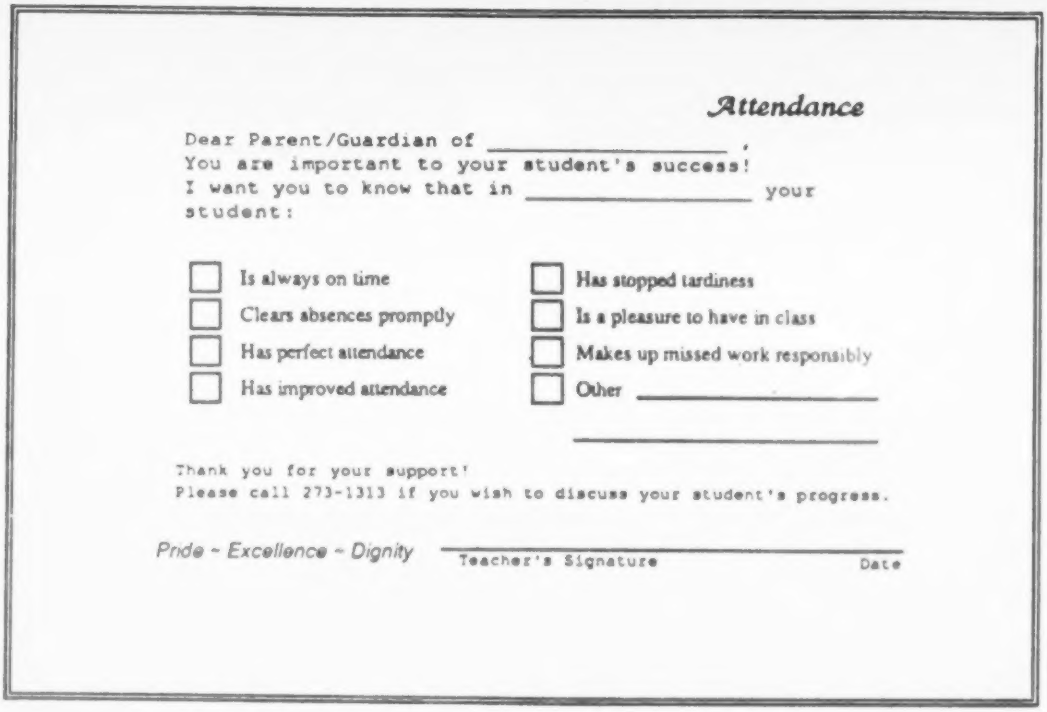
Dear Parent/Guardian of ________________ ,
You are important to your student's success!
I want you to know that in ________________ your
student:

___ Is a pleasure to have in class
___ Meets deadlines
___ Plans well
___ Uses time wisely
___ Is always prepared for class
___ Does more than required
___ Has superior writing skills
___ Adds much to classroom discussion
___ Uses critical thinking skills
___ Shows superior oral ability
___ Listens & follows direction
___ Has completed outside reading
___ Shows superior quality of work
___ Always tries to do best work
___ Takes pride in accomplishment
___ Other ________________
____

Thank you for your support!
Please call 273-1313 if you wish to discuss your student's progress.

Pride ~ Excellence ~ Dignity ________________
Teacher's Signature Date

Mission Bay High School Postcards



Attendance

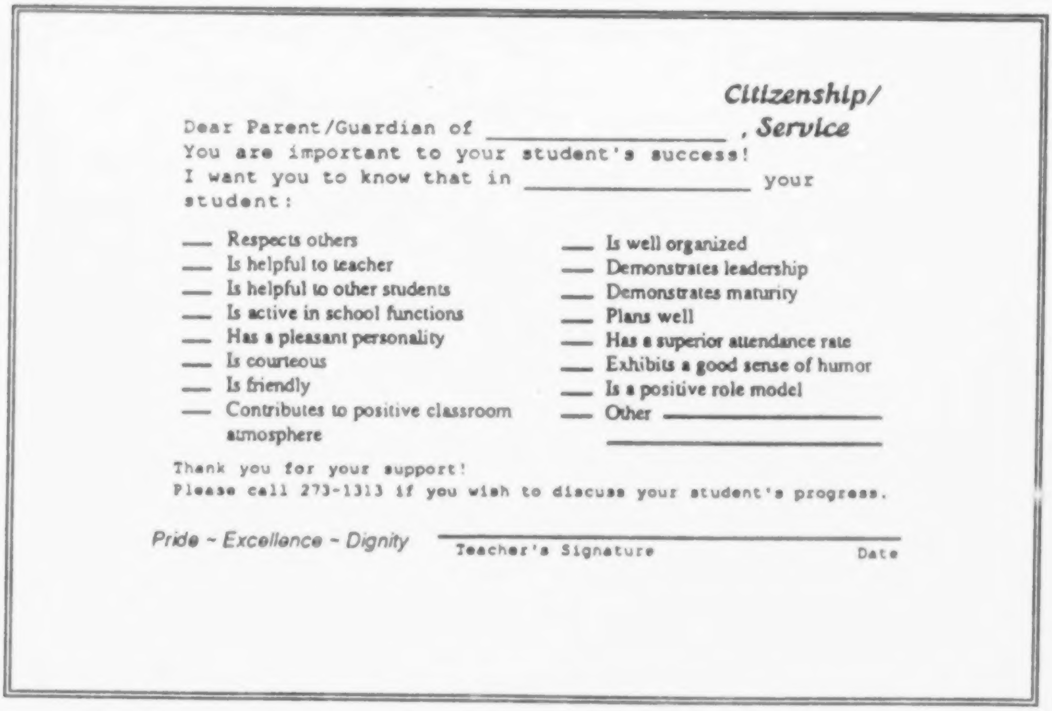
Dear Parent/Guardian of ________________ .
You are important to your student's success!
I want you to know that in ________________ your student:

☐ Is always on time
☐ Clears absences promptly
☐ Has perfect attendance
☐ Has improved attendance
☐ Has stopped tardiness
☐ Is a pleasure to have in class
☐ Makes up missed work responsibly
☐ Other ________________

____

Thank you for your support!
Please call 273-1313 if you wish to discuss your student's progress.

Pride ~ Excellence ~ Dignity ________________
Teacher's Signature Date



Citizenship/ Service

Dear Parent/Guardian of ________________ ,
You are important to your student's success!
I want you to know that in ________________ your student:

— Respects others
— Is helpful to teacher
— Is helpful to other students
— Is active in school functions
— Has a pleasant personality
— Is courteous
— Is friendly
— Contributes to positive classroom atmosphere
— Is well organized
— Demonstrates leadership
— Demonstrates maturity
— Plans well
— Has a superior attendance rate
— Exhibits a good sense of humor
— Is a positive role model
— Other ________________

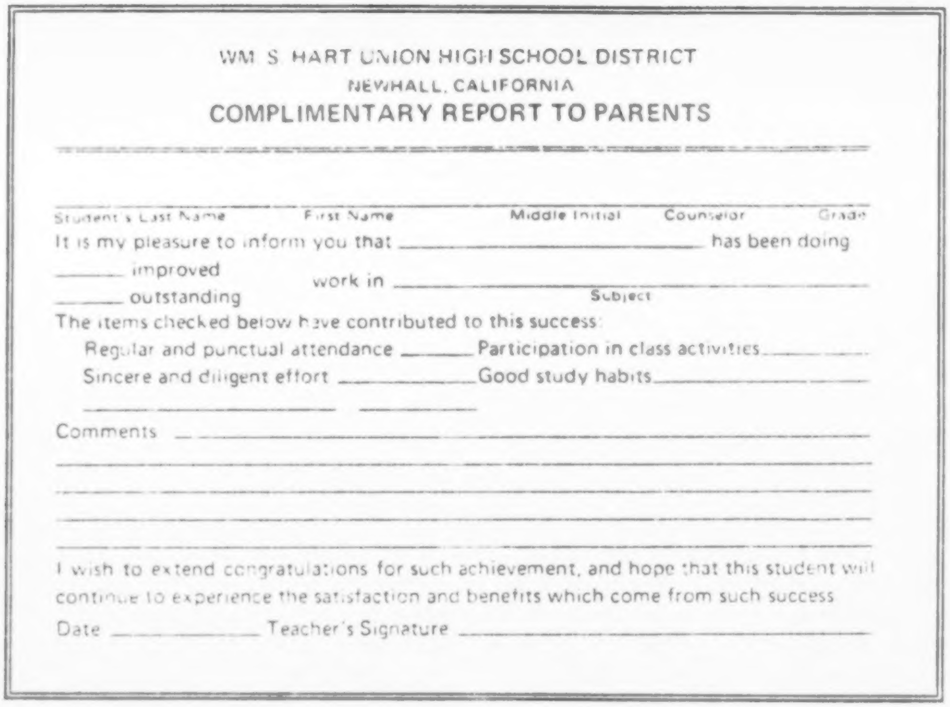
____

Thank you for your support!
Please call 273-1313 if you wish to discuss your student's progress.

Pride ~ Excellence ~ Dignity ________________
Teacher's Signature Date

EXHIBIT 100

Secondary Student Recognition Postcards



WM. S. HART UNION HIGH SCHOOL DISTRICT
NEWHALL, CALIFORNIA

COMPLIMENTARY REPORT TO PARENTS

Student's Last Name ______ First Name ______ Middle Initial ______ Counselor ______ Grade ______

It is my pleasure to inform you that ____________________ has been doing

______ improved
______ outstanding
work in ____________________ Subject

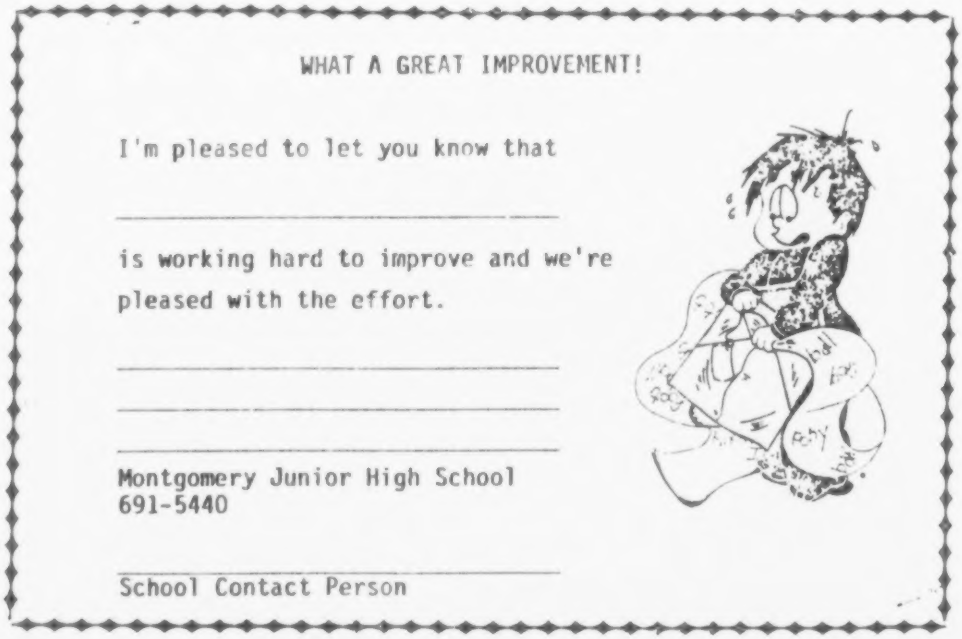
The items checked below have contributed to this success:

Regular and punctual attendance ______ Participation in class activities ______
Sincere and diligent effort ______ Good study habits ______

Comments ____________________

I wish to extend congratulations for such achievement, and hope that this student will continue to experience the satisfaction and benefits which come from such success

Date ____________ Teacher's Signature ____________________



WHAT A GREAT IMPROVEMENT!

I'm pleased to let you know that

____

is working hard to improve and we're pleased with the effort.

____
____
____

Montgomery Junior High School
691-5440

____
School Contact Person

Homework

Homework! There are few other topics which can cause such debate and consternation among teachers, between teachers and parents, and between parents and children. Common parental complaints range from too much homework, to not enough homework, homework that is too hard, too easy, or just "busy work." The greatest concern for many teachers is for students who do not complete and turn in their homework. Yet homework is part of the learning process. The degree to which homework contributes to the learning process depends on how well teachers, parents and students each assume their roles and responsibilities.

Most schools have now reinstituted homework as a regular routine for students. There is good reason for this. Research shows that well designed and appropriate homework can significantly increase learning time, and, if homework is reviewed and commented on by the teacher, it results in increased student achievement on tests (Walberg, Paschal and Weinstein, 1985).

Homework is also a valuable communications tool. Homework provides a window on the classroom for parents. They can see the kinds of skills their children are learning and gain insights into successes and difficulties their children are having with schoolwork. Research indicates that most parents do spend time helping elementary school children with homework, whether or not they are asked to by the teacher (Epstein & Becker, 1982). These facts lead to the conclusion that homework can be used as one means of strengthening home-school communications and that good communications in this area can result in improved student achievement (Englund & Blatley, 1984).

Why Give Homework?

Most teachers say they assign homework to give students time to practice skills they have learned in class. This extension of the learning time through homework is particularly valuable given the short school day and the amount of material to cover. Extending the learning time through homework has been shown to be an important way to increase student achievement for both elementary and secondary students (Walberg, Paschal & Weinstein, 1985). However, it is important for each child to experience success with this independent practice. Some researchers maintain that the child needs to achieve 85 to 90% accuracy on the homework assignment for it to be a beneficial learning activity. This is particularly true for students in the elementary grades.

Other reasons cited for giving homework include:

- o Participation. Homework increases a child's time with the learning task.
- o Personal Development. Homework gives the child an opportunity to develop responsibility, time management skills, and self-confidence from working alone.

- Preparation. For secondary students, homework provides the time to read ahead and prepare for the next day's lecture or discussion.

- Promote Parent-Child Interaction. Providing home learning activities for parent and child to do together encourages the parent-as-teacher role.

All of these reasons for assigning homework can be valid. However, they will fulfill their purpose only if the teacher pays attention to the type of work assigned. Often teachers give unfinished classwork for homework. Teachers need to carefully evaluate this strategy. First, the child may not be finishing the work because it is too difficult or not understood. If the work is too difficult, the teacher may just be sending home the problem and creating conflict between parent and child. Second, sending home the unfinished work may be reinforcing bad study habits practiced at school. Some students do need more time to do their work. If this is the case, sending unfinished work home can allow the child the needed extra time, but the teacher must be sure that the first two problems are not the cause for the unfinished work. It may be best to separate homework assignments from in-class assignments and explain the purpose and value of each type of assignment to students.

The following are some additional guidelines that will increase the value of homework for students:

- There should be a clear purpose for each homework assignment.

- The homework assignment should require only materials that are easily obtainable by the student.

- Develop assignments that use a variety of learning styles and are multi-sensory in nature.

- Vary assignments according to purpose.

- Ask students for input into homework assignments and ask them to occasionally evaluate assignments.

- Do not give homework as a punishment.

Schoolwide Homework Policies

While most homework issues will revolve around the teacher, individual students, and occasionally parents, the school as a whole can do much to build a positive homework climate and support teacher efforts. This can be done by adopting a schoolwide homework policy. Frequently school homework policies reflect district requirements.

For assistance in developing a schoolwide homework policy, see:

EXHIBIT 101: Procedure for Developing a School Level Homework Policy
EXHIBIT 102: National School District Homework Policy

By effectively communicating information to parents about the homework policy and procedures, schools are helping parents to assist their children better. Homework policies can be distributed to parents through handbooks, special brochures, and/or letters sent by each teacher. It is often a good idea to use multiple means. The information provided to parents should answer (at a minimum) the following homework questions:

- Why are students assigned homework?
- How often is homework assigned in each grade?
- How much homework is assigned (minutes/hours per day) in each grade?
- How will homework be graded and evaluated?
- How will homework grades be reported and used?
- What kind of homework is expected in each subject?
- Where can students get help with homework questions?
- What are parent responsibilities in regard to homework?
- How can parents help with homework?

For ways to inform parents about homework, see:

EXHIBIT 103: Homework Letter to Parents (elementary)
EXHIBIT 104: Homework Tips for Parents
EXHIBIT 105: Homework Letter to Parents (secondary)
EXHIBIT 106: "About Homework" brochure
EXHIBIT 107: "How to Improve Study Skills & Habits" (parent handbook)

School-Provided Homework Help

Some schools have taken additional steps to help make homework a success for their students by teaching study skills, using assignment calendars, and organizing homework hotlines. Supervised after or before school study halls or homework centers provide both a place to do homework and extra assistance. Volunteers or paid instructional aides can give support and guidance on homework assignments for students who might not have this available at home.

The Indianapolis Public School System has a project called Dial-A-Teacher. Students and parents can call a special number to get help with specific homework questions. This service is provided Monday through Thursday between the hours of 5:00 p.m. and 8:00 p.m. Dial-A-Teacher is staffed by two teams of teacher specialists. Each five member team is composed of specialists in math, social studies, science, language arts, and elementary education. Textbooks and curriculum guides for all grade levels are readily available to the teachers as they answer questions and give assistance.

The teacher specialists are an extension of the classroom and help in situations where homework would not be completed and where the educational process would not be successful without this service. The integrity of the concept of homework is upheld by leading the student to the right answer, and not by giving the answer. For more information contact: Parents in Touch, Indianapolis Public Schools, 901 N. Carrollton, Indianapolis, IN 46202. Telephone: (317) 266-4134. For a description of Dial-A-Teacher, see:

EXHIBIT 108: Dial-A-Teacher

Los Angeles Unified School District's Homework Hotline has gone one step further by providing homework assistance via instructional television. Students get individual help via the telephone as in the case of Indianapolis, but when common problems keep reoccurring a sample English or math problem is done on the television so all can benefit from the lesson. For a description of Homework Hotline, see:

EXHIBIT 109: Help from the Hotline

As part of its schoolwide homework policy, Tierra del Sol Middle School (Lakeside, CA) has developed a Student Organizer System (S.O.S.) to help students develop good homework habits and study skills. Under the S.O.S. system, each student is required to maintain a weekly assignment calendar. Every day they record all assignments for each class. Parents and teachers must sign off that they have reviewed the calendar at the end of every week. There is also a section for each teacher to record other important information: if homework was turned in, if classwork was completed on time, if the student was tardy, if the student came to class with the required materials and equipment. They can record that outstanding work was done or whether more effort is needed. Parents can also use the "Comments" space to send messages to teachers. The assignment calendar teaches students how to organize themselves so that they can manage their homework. Requiring an assignment sheet that must be signed by parents and teachers provides for a continual, two-way flow of information about student work between school and home.

In addition to the S.O.S. system, the school holds a beginning-of-the-year orientation meeting for parents and students to explain homework expectancies. The staff conveys clearly to parents how much homework is expected, how often it is assigned, and that the requirements will be consistently implemented and monitored by all teachers. The teachers request the parents' help by asking them to review completed assignments, provide a study place, and monitor that the work is done nightly. They also provide specific guidelines on study habits, such as keeping a notebook with sections for each class, outlining how class notes are to be filed in the notebook, and what format must be used for assignments. The consistency of teacher expectations from class to class, as well as the organizational assistance, helps to improve students' study skills. Workshops for parents on study skills have also been held, encouraging parents to review class notes with students and to ask students questions about what they have learned.

EXHIBIT 110: Middle School Assignment Calendar
EXHIBIT 111: Elementary School Assignment Calendar
EXHIBIT 112: Outline of Study Skills

Developing Quality Homework

Another type of district or schoolwide support for teachers, particularly at the elementary level, is to provide time for teachers to develop quality homework assignments that are tied to the school and district curriculum. Studies have shown that when teachers ask parents to assist with reading activities, parents usually help and student achievement in reading improves (Epstein, 1984). When the focus has been on math, similar achievement gains occur (Pigford, 1987). Thus there is a subject specific link. Epstein has suggested that teachers at a school could cooperate in developing quality homework activities that address a new subject area each year. This approach is particularly appropriate for the elementary grades where ready homework assignments do not exist.

Capistrano (CA) Unified School District has approached the need to help teachers develop quality homework through their Parents Are Teachers Too (PATT) project. Teachers are paid over the summer to create the homework sheets for kindergarten through sixth grade in all basic subject areas: math, reading, language arts, social studies and science. The homework sheets, which are based on the California Assessment Program Objectives, help to teach parents as well as reinforce student learning skills. The assignments are simple and yet also provide opportunities for the student, with or without parental support, to "go beyond" classroom work. For more information contact: Dr. Harold Hester, Director of Secondary Education, Capistrano Unified School District, 32972 Calle Perfecto, San Juan Capistrano, CA 92675. Telephone: (714) 496-1215. Sample homework sheets are:

EXHIBIT 113: Parents Are Teachers Too (1st grade reading)
EXHIBIT 114: Parents Are Teachers Too (4th grade science)
EXHIBIT 115: Parents Are Teachers Too (blank form)

Through the Teachers Involve Parents in Schoolwork (TIPS) project sponsored by The Johns Hopkins University (Epstein, 1987), teachers have developed fifth grade homework sheets (TIPS) in math and science. Instead of sending home a sheet of math problems for students to complete, the TIPS homework provides parents with an example of how the problems are to be solved. In addition, there is a sample problem for the student and parent to try together. The answer is provided for this sample problem. This formula helps parents see how the student is to do the work and avoids the common child complaint, "that's not how my teacher did it." Another unique feature of the TIPS math sheets is the opportunity for parents to evaluate the activity and communicate with the teacher about the child's level of understanding.

Science TIPS sheets enable the teacher to provide hands-on science activities that students enjoy, that help make science concepts more understandable to students, and that teachers frequently do not have time to do in the classroom. The activities and experiments are carefully designed and require only common household materials. For more information about the TIPS project, contact: Dr. Joyce L. Epstein, Director, Effective Middle Schools Program, Center for Research on Elementary and Middle Schools, 3505 N. Charles St., Baltimore, MD 21218. Telephone: (301) 338-7570.

EXHIBIT 116: Teachers Involve Parents in Schoolwork (TIPS) - Program Description
EXHIBIT 117: Teachers Involve Parents in Schoolwork (TIPS) - Science
EXHIBIT 118: Teachers Involve Parents in Schoolwork (TIPS) - Math

Homework Strategies for the Classroom Teacher

Once a schoolwide climate has been set for homework, teachers have primary responsibility for assigning, supervising and evaluating homework. At back-to-school night, through welcoming letters, and at parent-teacher conferences, teachers can inform parents how homework is handled in their specific room. If a schoolwide policy is in place, it is important that teachers' expectations and practices match the policy, even though individual assignments can vary a great deal. Teachers have an obligation to help students develop the skills necessary to handle homework. Some of the following strategies can help:

- Develop a system for getting the homework to and from school. For younger students this could be a special homework folder or envelope; for older students require a notebook.

- Take time each day homework is given to review the homework assignment, have students write it down, and check for understanding.

- As soon as students are able, use an assignment calendar (see Exhibits 110 & 111) to have students record their daily assignment. In this way both student and parents are kept informed of what is expected.

- Help students estimate the time the assignment will take them. (If you are not sure of time requirements, do the assignment yourself or ask a student to do it for you to get a time estimate). Encourage them to use a timer at home to check how long it does take them to complete the work.

- On long term assignments such as term papers or special research projects, set benchmarks for students to help them plan their work. Check regularly for progress and potential problems. When a due date has been set, stick to it. Give time extensions on a case by case basis, if needed. When a due date has been set and then the teacher extends it for the whole class, the students who were responsible are punished and the ones who were not are rewarded.

- For your class or as a school, establish a homework room and time when students can get help.

- Make sure students have the necessary learning materials at home or make provisions for them to borrow needed supplies (e.g, maps, rulers, dictionaries, etc.).

- Inform both parents and students what to do when the child is stuck.

- Don't let a student become a chronic homework problem. Conference with the parents or work with the school counselor or another teacher to find a strategy which will change the behavior and help that student experience success with homework.

- From time to time, ask students and parents to evaluate homework assignments. The evaluation can be informal by asking parents at parent-teacher conference time or by discussing homework with students. A good question to ask students is what kind of homework assignment they enjoy doing the most. The evaluation can be a more formal one using a homework mini-survey (see Exhibit 25 in the "Parents Surveys" section) or by putting an evaluation form on the back of an assignment.

For More Information....

Canter, L. and Canter, M. 1987. Homework without tears: A parent's guide for motivating children to do homework and to succeed in school. Santa Monica, CA: Canter and Associates.

Englund, and Blatley. 1984. Homework and Why. Phi Delta Kappa.

Epstein, J. L. 1984. Effects of parent involvement on change in student achievement in reading and math. Paper presented at the annual meeting of the American Education Research Association.

Epstein, J. L., and Becker, H. J. 1982. Teacher practices of parent involvement: Problems and possibilities. Elementary School Journal, 83, pp. 103-113.

Fenker, R. 1981. Stop studying and start learning: How to jump start your brain. Fort Worth, TX: Tangram Press.

Pigford, T. 1987. A study to investigate the effects of parent involvement on the mathematical achievement of first-grade pupils in a structured parent and teacher homework plan. Unpublished doctoral dissertation, University of South Carolina.

Walberg, H. J., Paschal, R. A., and Weinstein, T. 1985. Homework's powerful effects on learning. Educational Leadership, 47 (7), pp. 76-80.

EXHIBIT 101

PROCEDURE FOR DEVELOPING A SCHOOL LEVEL HOMEWORK POLICY

In order for school and home to make useful and reasonable extension of the child's opportunities for learning a policy which reflects the cooperative nature of homework should be developed at each school. This policy, however, should be flexible enough in its application to meet the diversity of situations in typical school and home life. The following procedure and guidelines are suggested in developing a school level homework policy:

A. SELECT A POLICY DEVELOPMENT COMMITTEE

Ideally, a definite, clear-cut policy on homework should be developed by principal, teacher-representatives, parent representatives, and where appropriate, student representatives. Input from the entire staff should be considered when developing a policy.

B. ESTABLISH GOALS AND OBJECTIVES

When the needs for homework have been established, these needs should give direction to long-term efforts by suggesting a goal or goals. After goals have been set, more specific objectives are needed to guide the activities that will lead to the attainment of the goals.

From the parents' point of view it often appears that the children, when they are not in school, spend a disproportionate amount of time with things of little consequence. It would seem logical, then, to propose that the work of the school extend into and utilize some of these wasted hours. To bolster their position, both the school and the home can point to educational purposes which embrace ideas of self-direction, independence, and personal responsibility.

C. DECIDE A TIME SCHEDULE

A sound homework policy will insure that children are not overburdened with homework assignments. It is evident that there is no single time schedule that will be suitable for all schools or even for the same school over a period of time. Even so, in developing a homework policy, the committee may wish to consider what many authorities believe to be a maximum total time allotment suitable for the majority of youngsters, assuming the other criteria for sound homework assignments have been met.

Primary Grades (1-3)	*Max.*	*45 minutes*	
Upper Elementary (4-6)	*Max.*	*60 minutes*	*1 hour*
Junior High	*Max.*	*90 minutes*	*1½ hour*
Senior High	*Max.*	*120 minutes*	*2 hour*

D. EMPHASIZE THE NEED FOR EVALUATION

Knowing that homework is a teaching rather than a testing process, a homework policy must always reflect the need for checking or evaluating the finished product. Naturally each check-up will vary, but at least one of four things is essential: first, that the pupils' efforts be recognized and comments made about the finished work; or second, opportunity be allowed for student to share what he has done with others; or third, student be made aware of merits and/or faults of his efforts; or fourth; that some means of appraisal be set up so that students can make his own comparative evaluation.

E. MAKE DECISIONS CONCERNING GRADING

Rewards for homework should be predetermined and decisions concerning grades or rewards should be shared with both parents and students. It is not uncommon for parents and students to be told at reporting time that the child's low-grade or failure is due to incomplete homework assignments.

Many educators agree that if students are required to do homework, they should be rewarded for their efforts. However, it is suggested that homework efforts count toward a small portion of the overall grade. If rewards are too high, or undue value is placed on the home assignment, unhealthy practices could result.

F. COMMUNICATE POLICY

A key factor in the effectiveness of homework is home-school communications. At all levels and especially at the elementary level, it's imperative that policy be related to parents in writing. Homework policy should be reviewed regularly with teachers, parents, and students. When all concerned know exactly what is expected homework can be rewarding.

Reprinted with permission from *Information & Guidelines for Developing a Homework Policy*. Caddo Parish Schools. Shreveport, LA 1981

EXHIBIT 102

National School District

BOARD POLICY

Classification: INSTRUCTION | Policy No. 2150
Subject: HOMEWORK | Page 1 of 1
Reference: Administrative Regulation | Adopted: May 9, 1984

The Board of Trustees acknowledges that it is appropriate for pupils to be assigned homework in addition to the regular classroom learning experiences. When properly utilized, homework constitutes a valuable supplement to the pupil's directed study during school hours. The extent and amount of homework should be expected to increase as the pupil progresses through the grade levels of elementary school.

Homework is a teacher-planned learning activity which takes place outside of a student's regular school hours. As such, homework reinforces classroom learning and expands on a student's school experiences and helps to develop independent study habits. Homework is to be a meaningful educational device based on quality, rather than quantity, assignments.

Homework assignments are to be specific and related to classroom objectives. The needs and abilities of the student are to be important considerations in planning assignments. Children are responsible for the completion of all homework assignments under the supervision of their parents.

The principal and teachers at the school site are responsible for the coordination of homework assignments and implementation of district regulations on homework.

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National School District

ADMINISTRATIVE REGULATION

Classification: INSTRUCTION
Regulation No: 2150

Subject: HOMEWORK
Page 1

Reference: Board Policy
Adopted: May 9, 1984

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1. The Teacher

Working within district policies and regulations, teachers judge the amount and kind of homework to assign. They have the responsibility for helping students understand not just what is to be done, but why and how it should be done. Realization that students want to know what teachers think about their homework is also important. Corrections and comments on homework can be valuable means of communication between teacher and student.

In assigning homework, teachers should:

a. make sure, when giving assignments, that objectives and the materials to be covered have been fully explained. Printed matter should be clear and easy to read.

b. be certain that assignments are reasonable and relevant to the district Course of Study.

c. use discretion in assigning make-up work after a student's illness or other excused absence.

d. suggest study techniques appropriate for the work to be done.

e. give assignments up to 3 out of 5 days in a week with none on Friday or before a holiday.

f. evaluate assignments in order to assist students in the improvement of their work and reinforce the value of assignments.

g. use a variety of ways to check homework--students exchange papers, check and correct together in class, checklist for work returned, teacher grading and/or comments.

h. develop a record system for returned homework.

i. be aware of student obligations to school, home (i.e., illness in the family) and community activities.

j. encourage students and parents to seek teacher assistance before school, during conference periods and after school.

k. never give homework assignments as a means of punishment.

l. make parents aware that classroom assignments and homework are extremely important for academic progress.

m. consider unfinished assignments for homework.

2. The Parent

When there is a specific assignment, the best way for parents to help a child learn is by offering support when it is requested. At the same time, limits need to be set so children learn to work independently. Even when children do not have specific assignments due, parents can be helpful by listening when children talk about school and by expressing interest in classroom work and school activities.

In helping students with homework, parents should:

a. show interest in the student's work.

b. encourage the student and offer counsel, but insist that the student do his/her own work.

c. provide a suitable place for study, free from distraction.

d. check to see that the homework assignments are completed.

e. assist in balancing school work with other activities. If possible, establish regular study times.

f. talk with teachers if assignments seem to be causing continuing problems.

g. sign off homework when requested by the teacher.

3. The Student

Homework is an opportunity for students to show their real capabilities and to further their educational growth. Teachers can provide assignments and parents can provide good study conditions and encouragement. However, it is the student who must do the work.

To do a good job in homework, students should:

a. listen carefully to all directions about assignments.

b. ask questions if the assignment is not clear.

c. have a definite time and place for study, free from interruptions and supplied with working materials.

d. begin assignments promptly and turn in assignments when due.

e. strive for the best results, rather than the minimum which will be accepted.

f. take the initiative to make up work missed because of absence.

4. The Principal

Each school will develop a homework plan to assure that this policy is fully and properly implemented. It will be the responsibility of each principal to understand, implement and monitor the plan.

	TIME ALLOTMENT		
Grade	Daily Min./Max.	Weekly Min./Max.	Kinds of Homework Activities
Preschool	5 min.	15 min.	OLD calendar, story listening
K - PAL	10 min.	30 min.	OLD calendar, story listening, vocabulary building, handwriting practice
1	10-15 min.	45 min.	OLD calendar, story listening, vocabulary building, handwriting practice, reading and math drill
2	15-20 min.	60 min.	Vocabulary building, reading and math drill, spelling, OLD calender activities
3	25-30 min.	1 1/2 hrs.	Reading and math drill, spelling, OLD-type activities, story writing and grammar
4, 5, 6	30-40 min.	2 hrs.	Library reading and skills, reading and math drill, spelling, grammar, story writing and some research

EXHIBIT 103

HOMEWORK LETTER TO PARENTS (ELEMENTARY)

Dear Parents,

Students who consistently complete homework in a responsible manner and hand it in on time learn and reinforce essential basic skills; they increase self-confidence and develop a positive lifetime attitude toward learning. We want to provide some practical suggestions for helping your child at home with assignments.

1. Help your child establish a regular routine for doing homework. Provide time and place for study which will include necessary resource materials. The study place should have good lighting and be reasonably quiet and free from distractions.
2. Help your child recognize that homework is to help. Be positive. Encourage and praise your child's efforts.
3. Make suggestions in a positive rather than a punitive manner, i.e., "The teacher will understand your ideas better if your writing is easy to read."
4. Assist students by offering counsel, but make sure they do their own work. If your child does not understand the assignment or a particular problem, help your child write a question he or she can ask the teacher. Often writing a question about what is not understood will help clarify the child's thinking and help your child solve the problem.
5. Communicate with teachers when an assignment is unclear or when your child has problems with an assignment. Don't make homework a family battleground.
6. Help your child obtain and complete make-up assignments when he/she is absent. Call school and ask for assignments.
7. Help with assignments by checking for completion, neatness, accuracy.

Thank you for your help! We hope you will give us ideas about how we can make homework expectations more clear and more consistent.

Sincerely,

EXHIBIT 104

HOMEWORK TIPS FOR PARENTS

HOW CAN I HELP MY CHILD WITH HIS/HER HOMEWORK?

Show that you are interested in what your child is learning in school:

- Look at the assignments that your child is completing
- Examine completed work that your child brings home from school.
- PRAISE YOUR CHILD FOR HIS/HER EFFORTS AND ACCOMPLISHMENTS.
- Display particularly good papers in your home.
- Be tolerant of homework not being done perfectly - your child is learning many new skills that are not perfected yet.

HOW CAN WE AVOID THE "HOMEWORK HASSLES"?

Problem 1: My child says that he/she doesn't have homework, but the teacher says that homework is not being turned in.

- A note will come home when homework is not assigned.

Problem 2: Occasionally the work my child brings home is too difficult and I am not sure how to teach it to my child.

- Homework should be material that has been introduced in class. Your child should be familiar with the assignment before it comes home.
- You are not expected to introduce new material to your child.
- Write a note on the paper and send it back to school.

Problem 3: I have other things to do, I can't spend 30 minutes to an hour with my child.

- Fine. Get your child started on his/her homework.
- Check back in 10-15 minutes to be sure that he/she is still working.
- When all work is done, check for completion - PRAISE your child for his/her effort.

Problem 4: My child will simply NOT do his/her homework.

- Please contact your child's teacher so you can discuss a possible plan of action.

Problem 5: What if my child is consistently working longer than the suggested time?

- Please communicate this concern to your child's teacher so you can discuss possible causes and solutions.

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EXHIBIT 105

Homework Letter to Parents (Secondary)

ENGLISH 7
MRS. BLIVEN
HOMEWORK POLICY

Philosophy

There are several reasons why I feel homework is an important part of my curriculum. Home practice of skills is necessary if a student is to improve. It will be through continual practice that you will progress. At the same time if a student is doing some of this "practicing" at home, as a teacher I am able to concentrate on the revision process in the classroom. I am able to cover more curriculum, and again the outcome is maximum growth for you in English.

General Information

Homework comprises about 40% of the student's grade in my classroom. A student is at a disadvantage if he or she elects not to do the work. Rarely do students fail my class, but more often than not it is due to lack of completing homework assignments.

Homework is given daily in the form of a sentence combining packet. This packet incorporates vocabulary enrichment, spelling, sentence combining and paragraph writing. A packet is issued to each student at the beginning of the week and you will be given assignments from it daily. On Friday spelling and vocabulary tests will be given from the selected words in the packet. If a student loses a packet it is a tremendous disadvantage since so much of the grade depends of the completion of the packet. If is therefore recommended that students keep these packets in their binders. Other assignments may be given to reinforce the daily lesson plan, but the homework for English should not take more than 20 to 35 minutes a day.

Always the daily and often weekly assignments are on the front blackboard. A student is expected to copy these assignments down and complete them on time. Your scholarship grade will be derived from points and letter grades on your homework, quizzes, tests, writings and classroom participation.

Curriculum

The English curriculum that I have developed over the years at Montgomery Junior places a strong emphasis on writing skills, organizational and study skills, vocabulary development, and critical thinking. I have developed an individualized program for the basic skills and incorporate enrichment programs for the high achieving student.

________________________ ________________________
Student signature Parent signature

YOUR CHILD NEEDS YOUR
HELP TO BE SUCCESSFUL
AT SCHOOL!

PLEASE:

- --provide your child with a nutritious breakfast.
- --encourage regular, prompt attendance everyday except in case of illness.
- --let your child know you care.
- --give abundant, continual support particularly when your child is experiencing difficulties.
- --help your child develop positive work habits.
- --limit television watching.
- --be available when your child needs your assistance.
- --ask to see assignments and talk with your child about what he/she is learning at school.
- --read newspapers and magazines regularly and discuss current events with your child.
- --keep in touch with the school.
- --become acquainted with your child's teachers.

IF YOU HAVE QUESTIONS OR CONCERNS ABOUT HOMEWORK, PLEASE CALL BELL JUNIOR HIGH SCHOOL, 479-7111.

YOU MAY CHOOSE TO TALK WITH YOUR CHILD'S COUNSELOR OR LEAVE A MESSAGE FOR A TEACHER TO CONTACT YOU.

BELL JUNIOR HIGH SCHOOL
620 BRIARWOOD ROAD (SOUTH)
SAN DIEGO, CA 92139
479-7111

EXHIBIT 106

IMPORTANT INFORMATION
FOR PARENTS AND STUDENTS . . .

ABOUT HOMEWORK

WHY IS IT ASSIGNED???

STUDENTS WHO CONSISTENTLY COMPLETE HOMEWORK IN A RESPONSIBLE MANNER AND HAND IT IN ON TIME--

- --learn and reinforce essential basic skills in reading, writing, and problem solving.
- --build a firm foundation for more specialized skills and understandings.
- --increase valuable self-confidence.
- --develop a positive lifetime attitude toward learning.

AT BELL JUNIOR HIGH SCHOOL →

Most teachers of English, foreign language, math, science, and social studies assign homework at least two or three nights a week. Some teachers assign homework every night.

A homework assignment generally requires 20-30 minutes to complete. At times, students may be able to complete assignments during school hours. A long term assignment such as a research paper is most effectively prepared by spending some time each day working on the tasks involved: reading, taking notes, outlining, writing the rough draft, rewriting, and completing the final copy.

AS A PARENT, YOU ARE ENCOURAGED TO REVIEW HOMEWORK ASSIGNMENTS WITH YOUR CHILD BEFORE THEY ARE SUBMITTED TO TEACHERS FOR CREDIT!!!

When a student returns after an absence, it is his/her immediate responsibility to ask each teacher for make-up assignments and complete the work within the time specified by the teacher. No make-up is possible for some assignments, such as lab work completed in class. Related extra credit assignments may be available.

In case of truancy, teachers are not required to give make-up assignments or tests.

If a student is ill for more than three days or suspended, you may call the Counseling Secretary (479-7111) and request homework assignments. Please allow sufficient time for gathering of necessary instructions and materials.

HELPFUL NOTES FOR PARENTS:

CAUTION: Incomplete or late homework can result in repeated detention and/or failure!!

Help your child recognize that homework assignments are designed to help him/her. You can promote the learning process with your positive support.

Involve yourself by helping where you can. Check for completion, neatness, accuracy, and legibility.

Encourage and praise your child's efforts. Resist comparing unfavorably the progress of one child to another child in or outside the family.

* * * * * * * *

HELPFUL HINTS FOR STUDENTS:

Each day carefully copy homework assignments in a notebook. Double check page numbers, specific instructions, and the date assignment is due. Ask the teacher questions to clarify any concerns or uncertainties about the assignment.

Check assignments before leaving school to be certain all necessary textbooks and other materials are taken home so the assignments can be completed.

MORE HELPFUL HINTS IN THE
NEXT COLUMN →
AND IN THE "SUCCESS GUARANTEED"
STUDY BROCHURE.

HELPFUL HINTS (continued)

Establish a specific time and place for doing homework. The most appropriate time is afternoon or early evening. Resist leaving work until late when weariness or frustration interferes with constructive thinking.

Be certain the study place is comfortable and well lighted.

Minimize all distractions and interruptions including the telephone, television, unrelated conversations and other noise.

Make certain the homework time is well spent. Read all instructions carefully. Assignments need to be neat, accurate, and complete to receive credit.

Take a 5-10 minute break at the end of each hour of work. Stretch, get a snack, and return quickly to the unfinished task. Keep working until all assignments are completed.

Enjoy the comfortable feeling of satisfaction that comes when a job is well done!!

GOOD LUCK!!

TAKE ONE DAY AT A TIME,

AND YOU WILL BE SUCCESSFUL!!

EXHIBIT 107

How to improve study skills and habits

Just as work habits and skills are important if we are to succeed on the job, so study habits and skills are important if our children are going to succeed on their job of learning at school. Learning doesn't just happen--- students must know how to learn.

Since high school work is so much more demanding than previous school work, Dos Palos High School has adopted a " Vocabulary Across the Curriculum" program and a study skills requirement to help our students learn the special habits and skills demanded by high school work.

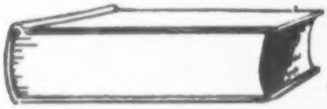
The purpose of this section of the Parent Handbook is to give you, the parent, some ideas for improving your child's study habits and skills at home. There are many good books and pamphlets on this subject. We've taken information from some of them in preparing this handbook.

If you would like more information, please feel free to check these materials out from the high school library.

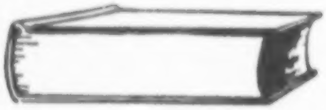
Of course, even the best study skills program won't work unless the student wants it to work. Teachers must take responsibility for teaching, parents can provide leadership and guidance, but students must take responsibility for their own learning, especially in high school.

Students must be active learners and work to learn rather than expect to just sit back and let the teacher or the textbook do all the work. Studying is not just reading the book or copying the assignment---- studying is learning in order to know,understand, remember, and most important, use information. You can help your child in this process. Try these suggestions for helping your child become an active learner.

ENCOURAGE YOUR CHILD TO PAY ATTENTION



A common reason for poor grades is that the student does not pay attention in class or in study sessions. There are several ways to improve this most necessary skill.



Using positive self-talk and images

Athletes often use this method to succeed in a sporting event by telling themselves " I'll hit a homerun if I just concentrate and keep my eye on the ball." They encourage themselves. A runner halfway through a race encourages herself by imagining herself crossing the finish line.

A student can also do this. When images of next week's football game interrupt history class, he can say to himself, " I know I'm getting distracted. I'll listen to the teacher now and I'll think about the game after school." When she sees herself at Saturday's band review, she can instead imagine herself taking the math test calmly and confidently because she has studied the material.

This kind of self-talk really works and will soon become a habit so that paying attention will be much easier.

Asking questions in class and when studying

This will serve two purposes. It brings the student's attention back when it's started to wander and it keeps his or her attention to the task at hand.

Some general questions are: What is this paragraph about? What point is the teacher trying to make today? What are the main points in this chapter? How does this information relate to what we studied yesterday?

Listening to the teacher and to classmates

In one study, students who took notes did much better on tests weeks later—even without reviewing their notes—than students who did not take notes. This applies to homework assignments as much as to lectures and discussions. Clearly, the best way to listen is to take notes. It accomplishes three things:

a. It forces the student to pay attention to the teacher or the discussion.

b. It reinforces learning because the student is using his or her own mind and muscles to work to learn instead of passively sitting back and letting someone else do all the work.

c. It gives the student written material to review during study sessions instead of trying to depend only on memory.

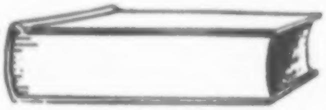
Eliminating distractions

Study time must be quiet time, whether in class or someplace else. We will say more about good study conditions later, but for now it need only be said that the mind must be able to concentrate on the task at hand. Television, music or any other such distractions get in the way of efficient use of our minds for schoolwork.

Another type of distraction that is not so easily done away with is personal problems. We have all had times when personal concerns and worries made us less efficient on the job, but as adults we have learned to set them aside during work hours. Help your child learn how to do this.

ENCOURAGE YOUR CHILD TO PREVIEW THE MATERIAL TO BE LEARNED

It is critical that we know what we are to supposed to learn if we are actually going to learn it. A student can cut study time in half by using any one of several preview techniques. They have these steps in common:



a. Get the big picture.

Read the preface, introduction, and table of contents. Read section headings and subheadings. Look for key words that are in bold face print, italics, or are underlined. Read each summary carefully. Find out if the book has an index and a glossary to help find information easily Look for charts, tables, and diagrams.

b. Ask questions.

Turn each heading, subheading, and summary into a question. This not only makes reading easier, it also makes anticipating test questions much easier.

c. Read the assignment.

Now that you know the big picture, what you are reading will make more sense. Look for the answers to the questions you've made up while you read.

d. Take notes.

Whether you do this while reading or after reading, it is essential to get facts and ideas on paper in your own words.

e. Recite.

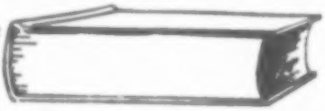
Say out loud the facts you're learning. Ask questions and answer them. List the main ideas and draw conclusions aloud. If you read it, write it, and say it aloud in your own voice, you will be much more likely to remember it. This process will increase the amount you remember by 25% to 100%.

f. Review the Assignment.

Look back over the headings, subheadings, key words and your notes to reinforce what you've learned.

ENCOURAGE YOUR CHILD TO FOLLOW DIRECTIONS AND WORK CAREFULLY

Failure to follow directions is one of the most common reasons given by teachers for poor performance on assignments and tests. Closely related is not copying problems correctly.



1. Go over the directions on homework assignments with your child. Look for key words like name, list, describe, compare, prove, and so on , to be certain they are understood.

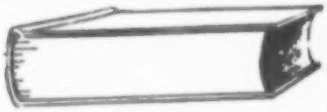
2. Make certain he or she does exactly what is expected— underline, circle, write in ink, use complete sentences, and so on.

3. Check to be certain that math problems have been copied correctly. 20% of all computation errors are the result of not copying the problem correctly.

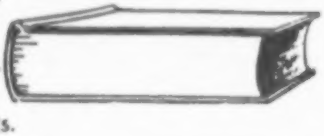
4. Make certain that he or she works all the sample problems and understands them. The purpose of these sample problems is to provide practice in using the idea to be learned. Skipping this step is skipping the most essential part of the assignment.

5. Go over the assignment to be certain that all work is neat and legible. If the teacher cannot read it, it will probably be marked incorrect.

ENCOURAGE YOUR CHILD TO REVIEW AND REINFORCE WHAT HAS BEEN LEARNED IN CLASS AND IN STUDY SESSIONS



Studying for an hour or two just before the exam is the worst way to prepare for it. Nightly review, even for just fifteen minutes, will produce much better results.



1. Have your child "squeeze" his or her notes once each week.

This means putting the week's classroom and homework notes into a summary. List the main concepts and facts. Make a chart or diagram of the information. List the important vocabulary. Set aside 15 minutes per week for this activity.

Each month, "squeeze" the weekly notes into such a summary. By the time the exam comes around, your child will have reviewed the material several times and will know the most important concepts, facts, ideas, and vocabulary much better.

2. Plan review time scientifically.

Studies have shown that the average person learns most at these intervals:

1st review: 5 to 10 minutes after learning
2nd review: later the same day
3rd review: one week later
4th review: one month later
5th review: just before the exam

3. Use self testing as a review.

In class and in study sessions, the student has been asking questions. These can be taken from notes and used to test what he or she has learned. Correctly anticipating exam questions is half the battle in answering them correctly.

4. Establish a study group for review.

Done correctly, this can be a very helpful study tool. For the best results, set these ground rules:

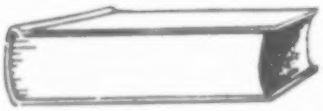
a. Insist that participants know the facts and ideas before joining the group. It won't help to review incorrect information. Also, the purpose of the group is to study, not to teach.

b. Limit the group to no more than 5; more than that becomes a social group.

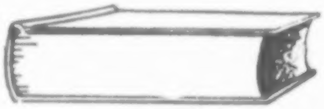
c. All members must participate. The purpose is to quiz each other out loud so that they hear it from others and say it aloud in their own voice.

d. Eliminate distractions.

ENCOURAGE YOUR CHILD TO BECOME AN ORGANIZED LEARNER



Even a simple thing like where we study is important. One study moved students from a noisy area to a quiet area. In less than three hours they accomplished as much as they had needed ten hours to do before. Here are some other tips:



1. Set reasonable and specific short and long term goals.

It is very difficult to get someplace if we don't know where we're going. "Reasonable" means to establish goals that can be accomplished-like learning three new words a day. Unrealistic and unaccomplishable goals only reinforce failure.

2. Have a good study environment.

It should be quiet, well-lighted, have lots of room for study materials, and should be used only for studying. All supplies, such as paper, pencils, pens and a good dictionary, should be at hand. A desk is best; a table is good; a chair is a must. Never should we try to study in bed or on an easy-chair.

3. Plan a study schedule and stick to it.

A sample time schedule is provided. It should include time for recreation and should use daytime study hours as much as possible. It should also make use of study time during the school day and should include time for long term projects like term papers and book reports.

4. Get to school and to class on time and with the proper materials every day.

The five minutes he or she may be tardy might be either the teacher's review of yesterday's material or the teacher's preview of today's material. Either way, it is valuable time lost.

5. Eat a good, well-balanced breakfast, lunch and dinner every day.

Good health is an extremely important factor if we are going to succeed on the job and it is just as important for students who want to succeed on their job.

6. Get help fast when something is not understood.

The teacher will be happy to schedule time for further explanation after class. The school provides special programs in reading, math and grammar. The School Improvement Program provides a tutorial center in the library. Help is there if the student will take advantage of it.

7. Develop an attitude for success.

This seems so difficult, but is really so easy. IF WE BELIEVE THAT WE CAN SUCCEED AND WE WANT TO SUCCEED AND WE WORK TO SUCCEED—

WE WILL SUCCEED!!

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EXHIBIT 108

NEED HELP WITH HOMEWORK???
DIAL-A-TEACHER

HOW IT WORKS

DIAL-A-TEACHER, a unique and innovative program, provides assistance and information to students, as well as parents, relating to school work brought home by students.

Sometimes students need a little extra guidance or information in order to complete homework assignments. When a student phones DIAL-A-TEACHER, he/she will reach a teacher specialist ready to help with homework problems.

WHAT SUBJECTS ARE COVERED

No matter what the subject happens to be . . . history, language arts, foreign languages, science, basic elementary mathematics to advanced physics or chemistry . . . a phone call to DIAL-A-TEACHER can help answer the question and solve the problem!

WHO ANSWERS THE PHONE

Each day that DIAL-A-TEACHER is operational, four teacher specialists and one curriculum supervisor will be on duty to answer the phones. These teachers will assist students in finding solutions to homework problems. However, teachers will not do the homework for the students!

WHO CAN USE IT

All students in the Indianapolis area schools, grades one through twelve, can use DIAL-A-TEACHER!

The best part about DIAL-A-TEACHER is that any grade level student can call and be assured of getting the right kind of assistance!

WHEN YOU CAN CALL

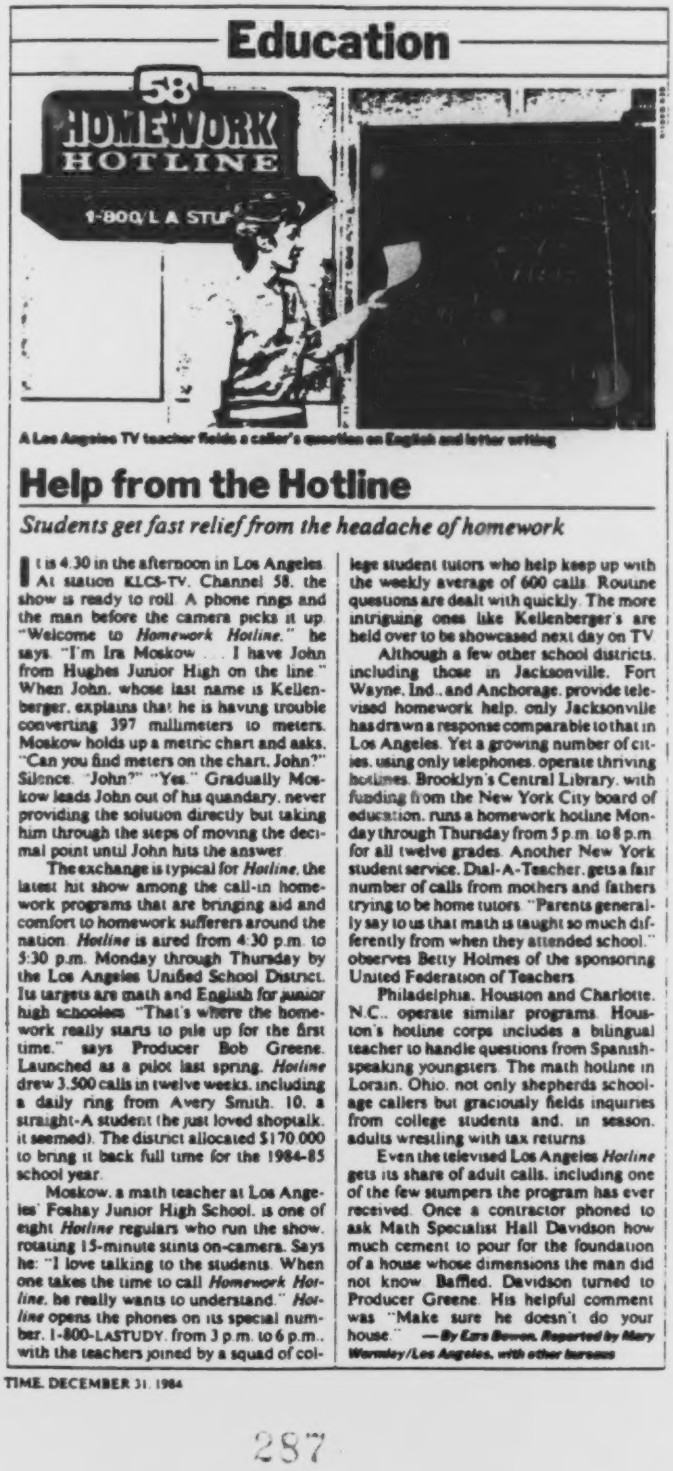
Monday through Thursday
5 p.m. till 8 p.m.
(when school is in session)
DIAL-A-TEACHER will not be operational
during vacation days.

IF THE LINE IS BUSY . . .

Call again! The teachers on duty WANT TO HELP as many students as possible, so don't give up working on your homework problems! If the student gets a recording, he/she should leave name, phone number, subject area, and grade. A DIAL-A-TEACHER will return the call.

DIAL-A-TEACHER . . . FOR YOU

EXHIBIT 109


58
HOMEWORK
HOTLINE
1-800/L A STU

Education

A Los Angeles TV teacher fields a caller's question on English and letter writing

Help from the Hotline

Students get fast relief from the headache of homework

It is 4:30 in the afternoon in Los Angeles. At station KLCS-TV, Channel 58, the show is ready to roll. A phone rings and the man before the camera picks it up. "Welcome to *Homework Hotline*," he says. "I'm Ira Moskow . . . I have John from Hughes Junior High on the line." When John, whose last name is Kellenberger, explains that he is having trouble converting 397 millimeters to meters, Moskow holds up a metric chart and asks, "Can you find meters on the chart, John?" Silence. "John?" "Yes." Gradually Moskow leads John out of his quandary, never providing the solution directly but taking him through the steps of moving the decimal point until John hits the answer.

The exchange is typical for *Hotline*, the latest hit show among the call-in homework programs that are bringing aid and comfort to homework sufferers around the nation. *Hotline* is aired from 4:30 p.m. to 5:30 p.m. Monday through Thursday by the Los Angeles Unified School District. Its targets are math and English for junior high schoolers. "That's where the homework really starts to pile up for the first time," says Producer Bob Greene. Launched as a pilot last spring, *Hotline* drew 3,500 calls in twelve weeks, including a daily ring from Avery Smith, 10, a straight-A student (he just loved shoptalk, it seemed). The district allocated $170,000 to bring it back full time for the 1984-85 school year.

Moskow, a math teacher at Los Angeles' Foshay Junior High School, is one of eight *Hotline* regulars who run the show, rotating 15-minute stints on-camera. Says he: "I love talking to the students. When one takes the time to call *Homework Hotline*, he really wants to understand." *Hotline* opens the phones on its special number, 1-800-LASTUDY, from 3 p.m. to 6 p.m., with the teachers joined by a squad of college student tutors who help keep up with the weekly average of 600 calls. Routine questions are dealt with quickly. The more intriguing ones like Kellenberger's are held over to be showcased next day on TV.

Although a few other school districts, including those in Jacksonville, Fort Wayne, Ind., and Anchorage, provide televised homework help, only Jacksonville has drawn a response comparable to that in Los Angeles. Yet a growing number of cities, using only telephones, operate thriving hotlines. Brooklyn's Central Library, with funding from the New York City board of education, runs a homework hotline Monday through Thursday from 5 p.m. to 8 p.m. for all twelve grades. Another New York student service, Dial-A-Teacher, gets a fair number of calls from mothers and fathers trying to be home tutors. "Parents generally say to us that math is taught so much differently from when they attended school," observes Betty Holmes of the sponsoring United Federation of Teachers.

Philadelphia, Houston and Charlotte, N.C., operate similar programs. Houston's hotline corps includes a bilingual teacher to handle questions from Spanish-speaking youngsters. The math hotline in Lorain, Ohio, not only shepherds school-age callers but graciously fields inquiries from college students and, in season, adults wrestling with tax returns.

Even the televised Los Angeles *Hotline* gets its share of adult calls, including one of the few stumpers the program has ever received. Once a contractor phoned to ask Math Specialist Hall Davidson how much cement to pour for the foundation of a house whose dimensions the man did not know. Baffled, Davidson turned to Producer Greene. His helpful comment was "Make sure he doesn't do your house." ***—By Ezra Bowen. Reported by Mary Wormley/Los Angeles, with other bureaus***

TIME, DECEMBER 31, 1984

TIERRA del SOL MIDDLE SCHOOL **ASSIGNMENT CALENDAR** **GRADE 8** **TELEPHONE: 443-0555**

STUDENT NAME ______________	PARENT (SIGNATURE) ______________	TEACHER (SIGNATURE) ______________

SUBJECT	MONDAY DATE ________	TUESDAY DATE ________	WEDNESDAY DATE ________	THURSDAY DATE ________	FRIDAY DATE ________	OPTIONAL TEACHER COMMENTS
HUMANITIES CORE ENGLISH						☐ Work Habits are Excellent ☐ Shows Serious Effort ☐ Not Working Up to Potential ☐ Poor Attendance is Affecting Work ☐ Materials not Brought to Class ☐ Low Test Scores ☐ Excellent Attitude, Good Citizenship ☐ Often a Disturbance in Class ☐ Noticeable Improvement in Work ☐ Incomplete or Missing Assignments ☐ Works Well with Others
SOCIAL STUDIES						☐ Work Habits are Excellent ☐ Shows Serious Effort ☐ Not Working Up to Potential ☐ Poor Attendance is Affecting Work ☐ Materials not Brought to Class ☐ Low Test Scores ☐ Excellent Attitude, Good Citizenship ☐ Often a Disturbance in Class ☐ Noticeable Improvement in Work ☐ Incomplete or Missing Assignments ☐ Works Well with Others
ENRICHMENT						☐ Effort is Good ☐ Little Effort Shown ☐ Fails to Bring Needed Materials ☐ Fee not Paid $________ ☐ Excellent Attitude, a Pleasure to Have in Class ☐ Often a Disturbance in Class ☐ Work Improving ☐ Works Well with Others ☐ Missing Assignments ☐ Poor Attendance is Affecting Work
COMMENTS						

EXHIBIT 110

SUBJECT	MONDAY DATE ____	TUESDAY DATE ____	WEDNESDAY DATE ____	THURSDAY DATE ____	FRIDAY DATE ____	OPTIONAL TEACHER COMMENTS
ENRICHMENT						☐ Effort is Good ☐ Little Effort Shown ☐ Fails to Bring Needed Materials ☐ Fee not Paid $____ ☐ Excellent Attitude, a Pleasure to Have in Class ☐ Often a Disturbance in Class ☐ Work Improving ☐ Works Well with Others ☐ Missing Assignments ☐ Poor Attendance is Affecting Work
MATH						☐ Work Habits are Good ☐ Work Habits Need Improving ☐ Poor Attendance is Affecting Work ☐ Materials Not Brought to Class ☐ Low Test Scores ☐ Excellent Attitude, a Pleasure to Have in Class ☐ Often a Disturbance in Class ☐ Work Improving ☐ Incomplete or Missing Assignments ☐ Shows Serious Effort
SCIENCE						☐ Work Habits are Excellent ☐ Work Habits Need Improving ☐ Poor Attendance is Affecting Work ☐ ____ Tardies to Class ☐ Materials not Brought to Class ☐ Work Improving ☐ Often a Disturbance in Class ☐ Low Test Scores ☐ Missing ____ Tests, Assignments ☐ Excellent Attitude, a Pleasure to Have in Class
P.E.						☐ Excellent Attitude, a Pleasure to Have in Class ☐ Active Participation in Class ☐ Non Participation in Class ☐ ____ Non Suits ☐ Does not Follow Directions ☐ Poor Attendance or Tardies Affecting Work ☐ Work Improving ☐ Often a Disturbance in Class ☐ Shows Serious Effort ☐ Not Running Laps or Mile
COMMENTS						

ELEMENTARY ASSIGNMENT CALENDAR

Student Name ____________________ Parent (signature) ________________ Teacher (signature) ____________

Subject	MONDAY Date ________	TUESDAY Date ________	WEDNESDAY Date ________	THURSDAY Date ________	FRIDAY Date ________	OPTIONAL TEACHER COMMENTS
Reading						☐ Homework Missing ☐ Work Completed on Time ☐ Outstanding Work ☐ Good Citizenship ☐ Tardies to Class ☐ Please Call ☐ Careless Work ☐ Disruptive Behavior
Language Arts						☐ Homework Missing ☐ Work Completed and On Time ☐ Outstanding Work ☐ Good Citizenship ☐ Tardies to Class ☐ Please Call ☐ Careless Work ☐ Disruptive Behavior
Spelling						☐ Homework Missing ☐ Work Completed and On Time ☐ Outstanding Work ☐ Good Citizenship ☐ Tardies to Class ☐ Please Call ☐ Careless Work ☐ Disruptive Behavior

EXHIBIT 111

ASSIGNMENT CALENDAR

Student Name ____________ Parent (signature) ____________ Teacher (signature) ____________

Subject	MONDAY Date ________	TUESDAY Date ________	WEDNESDAY Date ________	THURSDAY Date ________	FRIDAY Date ________	OPTIONAL TEACHER COMMENTS
Math						__ Homework Missing __ Work Completed and On Time __ Outstanding Work __ Good Citizenship __ Tardies to Class __ Please Call __ Careless Work __ Disruptive Behavior
Social Studies/ Science						__ Homework Missing __ Work Completed and On Time __ Good Citizenship __ Outstanding Work __ Tardies to Class __ Please Call __ Careless Work __ Disruptive Behavior
COMMENTS						

SAMPLE STYLE SHEET

Name Joan Brown
Date May 31, 1983
Mod/Course Mod 1/Basic Ed.

(HEADING) OUTLINE OF STUDY SKILLS

I. **Keeping a Notebook**
   A. Use a 3-ring, 8½" X 11" looseleaf notebook;
   B. Use dividers to separate each subject;
   C. Keep a weekly assignment and homework calendar at front of notebook;
   D. File ditto sheets and returned papers in proper sections;
   E. Keep a plastic envelope for pen, pencil, ruler, and eraser in notebook.
   F. Clean notebook each quarter; keep old papers at home to study for finals.

II. **Notes and Assignments**
   A. Each page has name, date, mod and course in upper right corner;
   B. Each page has a heading (lecture notes, page of book, nature of material, etc.);
   C. Writing is legible;
   D. One inch margins are on both sides;
   E. Use three-hole paper, not spiral paper, not ripped out;
   F. Math papers have answer column at right side of paper.

III. **Textbooks**
   A. Textbooks are covered;
   B. Name, teacher's name and date of issue in ink on inside cover;
   C. Brought to class daily;
   D. Never written in;
   E. Reading book brought to Reading Break daily.

IV. **Homework**
   A. One half to 1½ hours nightly;
   B. A well-lit desk or table;
   C. No music or T.V. during study time;
   D. If no written work, read for one hour;
   E. Review notebook material to study for tests.

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EXHIBIT 113

Subject Reading

Grade Level 1st

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

Parents Are Teachers Too
(PATT)

Skill Selects words to complete sentences.

Did You Know?

One method of teaching reading is context clues (that is, the child uses the other words and their meaning to figure out a new word).

Try It Yourself Choose the answer that best completes each sentence.

1. She put on a coat ______________.
   a. to watch T.V.
   b. to play outside.
   c. to eat dinner.

2. The dog jumped ______________.
   a. on the moon.
   b. under the car.
   c. over the rocks.

Going Beyond When your child is reading, ask him/her to finish the sentence without reading it.
If your child doesn't know a word, have him/her read the sentence. Then ask what word would make sense. Could it be that word?

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EXHIBIT 114

Subject: Science
Grade Level: 4th

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

Parents Are Teachers Too
(PATT)

Living Things:

Skill Things That Affect Plant Behavior

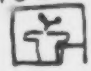
Did You Know? Plants need water, air, light to grow.

Plant roots grow down because of the pull of the earth on certain chemicals in the root. Chemicals in the stem make it grow up.

Try It Yourself Experiment: What will happen if a plant doesn't get water or air or light?

A. Place 6 identical plants in 6 identical pots. Group in pairs
B. Water one — don't water the other.
C. Leave one in the light — put other in a paper bag.
D. Leave one in the open air — seal the other in an airtight plastic bag. (Suck the air out with a straw)
E Record the results every 2 or 3 days for 2 or 3 weeks. Write your conclusions.

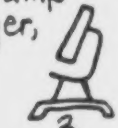
Going Beyond Experiment #1: Will a plant grow towards the light?



A. Place a plant in a box with a hole cut in it.
B. Place them on a window sill.
C. Record what happens.

Experiment #2 A. Place 2 identical plants in an identical environment. B. Place one on its side. C. Record your observations daily D. Does the plant know what's up?

Experiment #3 A. Soak bean seeds overnight. B. Sprout seeds between jar wall and crumpled damp paper towels. C. When roots are an inch or longer, turn the jar upside down. D. Record what happens to the root and shoot.



3.

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EXHIBIT 115

Subject__________

Grade level_______

Parents Are Teachers Too
(PATT)

Skill

Did You Know?

Try It Yourself

Going Beyond

EXHIBIT 116

Teachers Can Improve and Increase Parent Involvement in Elementary and Middle Schools

"Parent involvement is everybody's job, but nobody's job until a structure is put in place to support it."

This statement by CREMS research scientist Joyce Epstein sums up a strange thing about "parent involvement" -- it's one of the most often cited elements of effective schools and, at the same time, one of the least understood when it comes down to a specific question: How can a school incorporate parent involvement in ways that will improve the academic achievement of its students?

Should schools send newsletters home to parents?

Should schools look for ways to build stronger PTA's and PTO's?

Should schools schedule open houses once, twice, three times a year?

Should schools set up parent advisory councils?

All these activities are useful for building better school/parent/community relations -- but they don't translate directly into improved academic achievement for students.

What is most likely to translate, according to Epstein's research, is teacher practices that focus on getting parents to help their children with schoolwork at home. Practices such as TIPS -- Teachers Involve Parents in Schoolwork -- which provides structured activities in elementary school math and science for parents to see what their children are working on in school, talk with them about it, and provide knowledgeable help, if needed. The TIPS process also provides structured activities in middle school social studies that get parents more involved with the school.

The emphasis differs at the elementary and middle school levels because the problem differs at these levels, according to Epstein. Most parents who have children in the elementary grades want to help their children in their academic pursuits, and most feel confident they can do so. The problem is how, and one answer is for teachers to provide them with structured academic activities that will guide them in working with their children at home.

The problem at the middle school level differs because parent knowledge of school programs and their belief that they can help their children with school work drops off dramatically, for a number of reasons. One, the academic subject matter is becoming more specialized, and parents are less sure that they have the expertise to handle the more specialized subjects. Two, middle level adolescents are becoming more independent and less willing to seek out parental help. Three, parental participation in middle schools requires working with two, three, or even more teachers, rather than just one teacher as in elementary school.

In short, the task in elementary schools is to help parents direct their participation into helping their children academically. The task in middle schools is to get them more involved with the school in the first place, which could pave the way for further activities to involve them in helping their children with schoolwork at home.

Epstein's research indicates that this progression can take place. She found that elementary schools which had higher levels of parent involvement in the school were more likely to also involve parents in working with their children at home.

The Teacher Is the Key

The TIPS structure begins with a simple concept -- if the teacher doesn't initiate and follow through on parent involvement activities, then only those parents who would participate anyway will be involved. To improve all students' academic performance requires the participation of more than the usual collection of faithfuls -- those parents who initiate their own involvement. As much as these parents may be the backbone of parent involvement in the

> ***"If the teacher doesn't initiate and follow through on parent involvement activities, then only those parents who would participate anyway will be involved."***

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school, the teacher needs to involve as many parents as possible as knowledgeable partners in their children's education if more students are to benefit from family understanding of schools and schoolwork.

The TIPS structure and activities provide elementary school teachers with a process for involving all parents in their children's homework activities in math and science, and provide middle school teachers with a process for involving more parents in school academic activities.

TIPS - Mathematics

TIPS-Math structures typical math homework assignments to include teacher-parent communications about what the assignment is and how it should be completed, to promote parent-child communication on specific math skills, and to promote parent-teacher communication about the child's work on the assignment.

Each TIPS-Math homework assignment consists of four sections designed to accomplish the above goals.

Section I -- Look This Over. This section presents a sample problem illustrating a math skill that was taught during class. The sample shows the student and the parent how the problem should be addressed and worked out. Answers to the sample problem are provided.

Section II -- Now Try This. This section presents a trial example of the math skill illustrated in Section I. The student works through the example, getting help from the parent if needed and discussing the skill with the parent. The answer to the example is provided on the back of the page.

Section III -- Practice. This section is a typical homework assignment -- a series of problems to be completed by the student. The parent may help with these problems, but help should not be needed if the student understands Sections I and II. These problems are treated like any homework assignment and will be checked in class the following day, so answers are not provided.

Section IV -- Home-to-School Communication. This section allows parents to record their observations concerning their child's understanding of the math skill and progress in working out the homework problems. Basically, the parent communicates to the teacher that the child understands the skill or that the child needs more instruction in order to master the skill.

TIPS -- Science

TIPS-Science , provides activities for parents and children to complete at home that continue science instruction in the classroom. In a typical schedule, the teacher would introduce a science topic during class time and explain the TIPS activities to be completed at home. After completion of the home activities by the parents and children, the teacher would devote additional class time to discuss the topic, conduct demonstrations in class, and evaluate the activities.

Each TIPS science activity consists of three pages containing eight components.

o The *instructions* for students to complete the activity are presented step-by-step, and include no more than six or seven steps.

o The *Lab Report* provides a format for "hands-on" work by students and a place to show their work on the activity -- to record observations, to classify, to record experiment results, and so on.

o *Discussion questions* are presented to guide students and parents in their discussions of the activity.

o *Parent Signature and Comments* are requested on each TIPS science activity.

o A *letter to parents* states the general topic and the specific science skills involved in the activity.

o The *objectives* for the activity are presented clearly and concisely so parents can read them with the child or the child can read them to the parent.

o The *materials* needed for the activity are specified. The materials are common, inexpensive, and immediately available in the home -- if not, they are provided by the school.

o The *time* needed for the activity is specified. The time needed is limited to 20-30 minutes one night per week or every other week.

> ***"The sample shows the student and the parent how the problem should be addressed and worked out. Answers to the sample problem are provided."***

EXHIBIT 117

TIPS: LIVING THINGS

Importance of Animals

Dear Parent,

This week we are studying the importance of animals in everyday life.

This activity will help us build science skills in collecting and recording data and drawing conclusions from information.

I hope that you and your child enjoy the activity.

Sincerely,'

OBJECTIVES

To identify useful products from animals

To draw some conclusions about the importance of animals in our lives.

MATERIALS

None

TIME

20 minutes

ACTIVITIES

Please assist your child if he/she asks for help on the following activities:

1. Observe: Your child should observe the objects in three different rooms at home.
2. Record: Record on the "Lab Report" the items that were made from animals or animal products.
3. In the kitchen: Allow the child to open the refrigerator and food pantry. Record the names of as many items as possible that came from animals. Assist your child in identifying the *animals* from which the food items came.
4. Draw conclusions: Your child should discuss with you and complete the questions at the bottom of the Lab Report. We will also discuss them in school.

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TIPS: STUDENT'S LAB REPORT

Student's Name ______________________________ Date ______________

Topic: The Importance of Animals in our Homes and Lives

Room	Items made from animals or animal products	Which animal?
Living Room	1.	1.
	2.	2.
	3.	3.
Bedroom	1.	1.
	2.	2.
	3.	3.
Kitchen	1.	1.
	2.	2.
	3.	3.

Write a complete sentence to answer each question:

1. Which animal gave the most food products to your home?

   ____

2. Which animal gave the most non-food items to your home?

   ____

3. Which animal do you think is most important to people and why do you think so?______________________________

   ____

HOME-TO-SCHOOL COMMUNICATION: PARENT – **Please give me your reactions to your child's work on this activity.**

__ **CHECK here if you and your child discussed this homework.** __ **CHECK here if your child enjoyed this activity.**

Other comments: ____

____

Parent's Signature: ______________________________

EXHIBIT 118

Student's Name ______________________ **Date** ____________

TIPS: ADDING 3 NUMBERS

I. LOOK THIS OVER:

SAMPLE: Find the sum
by adding down:

```
   5                      15
   3                    + 5
 + 7                      3
  15                      7
```

CHECK YOUR ANSWER
BY ADDING UP

II. NOW, TRY THIS:

EXAMPLE: Find the sum by adding [illegible]wn:

```
   3                    + 3
   9                      9
  +4                      4
```

CHECK YOUR ANSWER BY ADDING UP

If you need some help, ask your parent to go over the example with you. When you understand the work, explain what you did.

III. PRACTICE SECTION: Finish these examples

Find the sums by adding down:

```
1.  4          3.  7
    5              9
   +3             +2

2.  2          4.  6
    9              8
   +5             +5

               5.  6
                  10
                  +0
```

******* CONTINUE YOUR WORK ON THE BACK OF THIS PAGE *******

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---

Find the sums by adding down:

6. $\begin{array}{r} 7\\ 0\\ \underline{+2} \end{array}$

8. $\begin{array}{r} 10\\ 20\\ \underline{+30} \end{array}$

10. $\begin{array}{r} 7\\ 9\\ \underline{+2} \end{array}$

7. $\begin{array}{r} 8\\ 9\\ \underline{+7} \end{array}$

9. $\begin{array}{r} 7\\ 8\\ \underline{+4} \end{array}$

FOLLOW-UP: Show your parent how you check your answers on FIVE of these problems by ADDING FROM THE BOTTOM UP.

ANSWER to NOW TRY THIS:

SUM BY ADDING DOWN

$$\begin{array}{r} 3\\ 9\\ \underline{+4}\\ 16 \end{array}$$

$$\begin{array}{r} \underline{16}\\ +\ 3\\ 9\\ 4 \end{array}$$

CHECK BY ADDING UP

IV. HOME TO SCHOOL COMMUNICATION.

Parent Observation: Please let me know your reactions to your child's work on this activity.

___1. O.K. Child seems to understand this skill.

___2. PLEASE CHECK. Child needed some help on this, but seems to understand.

___3. PLEASE HELP. Child still needs instruction on this skill.

___4. PLEASE NOTE (other comments).______________________________

____

Parent's signature

Home Learning Activities

Research on parent involvement has clearly established the relationship between student success in school and a positive, supportive home learning environment (Henderson, 1987). A supportive home is especially important because students spend only 22% of their time in school. The rest of the day is spent in activities with parents, peers, child care providers, or sleeping. Some families are promoting student learning through activities at home or in the community. However, for many other children too much of their time out of school does not reinforce school skills.

Clark (1983) studied poor Black families in Chicago whose children were successful in school. He identified a number of activities that these families engaged in that supported their children's success in school. These parenting activities were not carried out as frequently or consistently in other poor families whose children were not experiencing school success. These behaviors and home learning activities included some of the following:

- Children were assigned appropriate household chores.
- Children had regular morning and bedtime routines.
- Reading was actively supported even though many of the parents were not fully literate themselves.
- T.V. viewing was monitored and programs were discussed.
- The family spent time together and went on family outings.
- The family played games together.
- Children were encouraged to pursue hobbies and collections.
- Parents and children spent time talking together about the day's events.

As Clark's research shows, parents of all income and educational levels can provide the support and encouragement needed for student success. However, parents who are immigrants and unfamiliar with American schools, who have had minimal formal schooling, or whose own school experience was not positive, often do not know how to help. These parents need and want teachers to give encouragement, guidance, and direction on how they can help their children be successful in school. Through teacher efforts, many more students and their parents can be encouraged to engage in home learning activities.

Difference Between Homework and Home Learning Activities

The distinction between homework and home learning activities is small but crucial. Homework should be work the students have practiced in class and are able to complete successfully on their own at home. It should require little or no parent involvement. Homework needs to be reviewed and commented on by the teacher. Research on homework indicates it is valuable to have some homework assigned regularly for which the student is responsible. At the elementary level this may be only ten or fifteen minutes, with a home learning activity encompassing another ten to twenty minutes. At the secondary level, total homework time will be much more significant, ranging from one to three hours depending on grade level and school policy. However, opportunities for home and community learning activities should not be overlooked at the secondary level.

Home learning activities, on the other hand, may cover new ground (especially applying skills learned in the classroom) and invite the parents, other adults, or siblings to be a part of the learning activity. Home reading programs are a good example of a home learning activity. Studies show that even a small amount of time (15-20 minutes per day) spent in reading activities can greatly enhance student learning. Oral histories, use of the newspaper, T.V. viewing skills, math games, learning calendars, and community excursions are all examples of home learning activities that will reinforce and build the skills and behavior needed for success in school. Many of the examples of learning activities included in this section, both schoolwide and classroom examples, are ones that reinforce the successful parenting activities identified by Clark in his study and listed above.

Schoolwide Initiatives to Support Home Learning

The school can support home learning by implementing schoolwide programs that focus on reading, math games, or science activities to do at home. Home learning programs will be more effective if the following guidelines are used.

- Announce and explain the program to students.
- Announce and explain the program to parents (in writing and at meetings) and get their commitment.
- Designate a place used by all students for display of materials related to this project, such as record keeping charts, motivational messages, and student accomplishments.
- Send activities home on the same day of the week each time.
- Keep records of individual student participation.
- Keep and display records of group participation.
- Offer incentives and rewards for participation.
- Send evaluation questionnaires to parents.
- Telephone periodically a representative sample of parents to discuss the home learning activities and answer questions.
- Have an awards ceremony for participating families and/or students.
- Recognize teachers for their efforts and support.

Home Learning Programs for Schoolwide Use

State education departments, school districts, and other education institutions have developed home learning activities that teach life skills, provide reinforcement and practice in academic subjects, and can be practically used by busy, working parents. These home learning activities increase the interaction and communication among parents, teachers, and students. The following are descriptions of some of these home learning programs.

The Home and School Institute has developed many successful home learning programs. One of these programs, Senior Corps, is a home learning curriculum designed as a model for communities. It is a fifth through eighth grade curriculum for basic skills reinforcement to be implemented by senior citizens with high-risk students. It also has activities for the student's family to use at home. Together the senior aide and the family help the student overcome problems. For more information contact: The Home and School Institute, Special Projects Office, 1201 16th St. N.W., Suite 228, Washington, D.C. 20036. Telephone: (202) 466-3633.

EXHIBIT 119: Senior Aide/Student Activity Sample

Family Math, a program developed by the Equals Projects of the Lawrence Hall of Science at the University of California, Berkeley, involves parents and students in joint learning sessions that focus on math games and other activities that are fun to do. These training sessions, held at school once a week for several weeks, are conducted by classroom teachers and/or parent volunteers who have been specially trained to implement the program. Parents and children can then play these games at home. Materials are available in English and Spanish. For more information contact: Family Math, Lawrence Hall of Science, UC Berkeley, Berkeley, CA 94720. Telephone: (415) 642-1823.

EXHIBIT 120: Balloon Ride (Family Math game)

Solana Beach School District in Solana Beach, California, has developed home learning projects called Books and Beyond and Math and Beyond for kindergarten through sixth grade. Books and Beyond is a home reading program that is organized schoolwide. Student reading progress, either pages read or time spent reading, is charted on a large wall graphic in the library, lunchroom, or hallway where all can see it. The Books and Beyond notebook contains directions for organizing and conducting the program, the masters needed to create the wall graphic, charts for recording student progress, masters for certificates, bookmarks and other rewards, and an excellent section on monitoring and controlling T.V. viewing. Additional rewards such as pencils, erasers and buttons can be purchased separately.

Math and Beyond consists of a series of six booklets available for grade levels K-6. The booklets cover the following topics: consumer math, drill time, problem-solving, brain-teasers and puzzles, math as art, and measurements. The books are available in English and Spanish. Similar to Books and Beyond, student progress can be charted as students complete each booklet. Alternatively, the booklets can be disassembled and each sheet sent home separately. For more information contact: Solana Beach School District, 309 North Rios Avenue, Solana Beach CA 92075. Telephone: (619) 755-8000.

EXHIBIT 121: Books and Beyond Parent Survey
EXHIBIT 122: TV Time Chart
EXHIBIT 123: TV Viewing Log - Alternatives
EXHIBIT 124: Math and Beyond Introductory Letter to Parents
EXHIBIT 125: I Hate to Listen But (Math and Beyond Activity)

Home Learning Calendars

Home learning calendars represent another way school districts are encouraging home learning activities for students and parents. The calendars give one simple home learning activity for each day of the month. Some activities can be completed by the child; others invite parents and children to learn together. All activities revolve around common family and seasonal activities. When hung in a prominent place in the home, the calendar can be a constant, visual reminder to parents and children to be involved in learning together.

Districts have developed a variety of calendars. Some districts provide calendars for each grade level, usually kindergarten through sixth. Miami-Dade County School District in Florida also has calendars for grades 7-8 and one for grades 9-12. Other districts have produced a single elementary calendar. The calendars can be distributed at the beginning of the school year or can be handed out a month at a time. In National School District, National City, CA, each kindergarten through third grade teacher sends home a monthly calendar with activities that are designed specifically to enhance the oral language skills of its largely Hispanic population.

For samples of learning calendars, see:

EXHIBIT 126: Calendar of Learning (elementary)
EXHIBIT 127: Miami Fourth Grade Learning Calendar
EXHIBIT 128: Miami Secondary Learning Calendar
EXHIBIT 129: Indianapolis Sixth Grade Learning Calendar
EXHIBIT 130: National School District Oral Language Calendar

Teacher Initiated Home Learning Activities

The classroom teacher does not need to wait for a schoolwide reading or math program to be initiated, but can begin his or her own. A systematic home reading program is the easiest to initiate. Teachers at all grade levels have found ways to encourage home reading. In the early primary grades, parents can be asked to read to children or to look at books together and discuss the pictures in the parents' home language. As children develop their reading skills, they can read to their parents in English and then tell their parents the story in their native language. In this way, non-English speaking parents have been successfully involved in home reading programs that have resulted in increased student achievement (Cummins, 1986).

A simple monitoring system and periodic recognition and praise can help encourage reluctant readers. Each quarter, the teacher may want to publish the number of books read by the class in the class newsletter. In addition, the teacher needs to be sure that every child in the class goes regularly to the school library and has appropriate reading materials to take home. The teacher can provide parents with booklists or suggested titles that parents and children can find at the public library or bookstore.

The following are examples of materials provided to parents and students to encourage home reading.

EXHIBIT 131: Parents and Reading
EXHIBIT 132: Are You Helping Your Child With Reading?
EXHIBIT 133: Comprehension Activities
EXHIBIT 134: Suggested Grade-level Reading Lists
EXHIBIT 135: Terrific Books for Reading Aloud
EXHIBIT 136: Book Bag Kindergarten Reading Program
EXHIBIT 137: Sanislo Home-School Program (elementary)
EXHIBIT 138: Reading Chart (secondary)

Teachers have frequently used newspapers as a way of encouraging home learning. Sharing a news article from a daily paper is often used as part of the regular sharing and oral language time in elementary school. Many major newspapers provide special materials for teachers to help them use newspapers to expand the curriculum.

The Dallas Independent School District has developed a home learning program with the newspaper called, "Newspapers Encourage Activities Together" (NEAT). Students who want to participate are given a newspaper and an activity sheet ("NEAT Sheet") to take home each Thursday for six weeks. Those who complete the activities are awarded magazine subscriptions.

EXHIBIT 139: NEAT Sheets (Newspapers Encourage Activities Together)

There are a variety of other home learning suggestions that teachers can send home to parents in the areas of writing, science, mathematics, family chores, spelling, and sharing of classroom projects. Some of these ideas are readily available in pamphlet form from national organizations, such as the Parent Teacher Association, the National Education Association, the National School Public Relations Association, from state departments of education, and from local school districts. Other creative home learning activities have been developed by teachers to meet their own specific classroom needs. With the increasing number of computers in schools and homes, many more teachers and schools are experimenting with home learning on the computers. In some schools, parents and students check out a computer to take home with specific activities provided by the teacher. Under such programs, both parents and students gain in computer skills.

For a sampling of additional home learning activities, see:

EXHIBIT 140: Parents...How to help your child do well in writing
EXHIBIT 141: Parents...How to help your child do well in science
EXHIBIT 142: Ideas for Working with Children at Home - Mathematics
EXHIBIT 143: Kids of Camino - Family Chores
EXHIBIT 144: Measurement - Charts and Graphs
EXHIBIT 145: Helping with Spelling
EXHIBIT 146: Sharing Classroom Projects
EXHIBIT 147: The Take Home Computer Program

The Home and School Institute has developed many successful home learning programs which teachers have utilized. The Teacher-Parent Partnership Program is one of their projects conducted in cooperation with the National Education Association. It is designed to help students become more academically motivated and self-disciplined. It provides a model for parents to use when working with their children on learning activities. In addition, each activity includes a feedback sheet for parent comments about the activity. For more information contact National Education Association, 1201 16th Street N.W., Washington, D.C., 20036. Telephone: (202) 822-7015.

EXHIBIT 148: Developing Discipline

For More Information...

Clark, R. 1983. Family Life and School Achievement: Why Poor Black Children Succeed or Fail. Chicago, IL: University of Chicago Press.

Cummins, J. 1986. "Empowering minority students: A framework for intervention." Harvard Educational Review, 56(1), 18-36.

Epstein, J. L. 1983. "Effects on Parents of Teacher Practices of Parent Involvement." Report #346. Baltimore, MD: The Johns Hopkins University Center for Social Organization of Schools.

Henderson, A. 1987. The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. Columbia, MD: National Committee for Citizens in Education.

EXHIBIT 119

Health/Home Economics

Healthy Habits

Aide & Student

Provides specific activities for the senior aide and the student to do together in the classroom or senior center. It tells what materials are needed and how to do the activity

False Friends

Keeping Away From Alcohol and Tobacco

Here are easy-to-do steps for teaching this activity in an informal way.

Gather These Materials

Pen or pencil, paper

Do Together/Take Turns

- Together, think of as many reasons as you can for why people drink and smoke.
  (Examples: Curiosity, peer pressure, advertising, boredom)

- Talk about good ways to avoid tobacco and alcohol.
  (Examples: Be well informed about drawbacks; find other ways, such as sports, to relieve tension.)

- Tell each other stories about people you know or heard about who have run into problems because they were drinking.

**Discussion Sparkers: Ask Students*

- In your opinion, should the rights of non-smokers be considered? Should smoking and non-smoking sections be set aside in all public places?

- What do you do when you realize that some of your friends are drinking or smoking too much? Do you try to tell them about the dangers?

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Health/Home Economics

Healthy Habits

Aide Offers teaching tips for the senior aide and suggests ways in which the aide also benefits from doing the activity

False Friends

Keeping Away From Alcohol and Tobacco

Here are tips and ideas which will make it easier for you to do the Aide-Student activity.

Tips for Aides

- Talk about the bad effects of continued use of tobacco. (Example: Serious lung and heart problems)
- Discuss bad effects of drinking too much alcohol. (Examples: Decrease in judgement and self-control; reduced efficiency at work and at school; danger when driving.)
- Talk about early uses for alcohol and tobacco. (Examples: Smoking the peace pipe; drinking wine as part of religious rituals)
- Ask what the student thinks about smoking and drinking. Try to listen to the student's point of view without judging. Don't hesitate to express your opinion. But let the youngster know that you are an understanding and interested friend.

Aide: This Benefits You Too!

When you were younger, little was known about the dangers of alcohol and tobacco. You might have started smoking without knowing what the problems were and how difficult it would be to stop. Learn the latest facts about the dangers of drinking and smoking.

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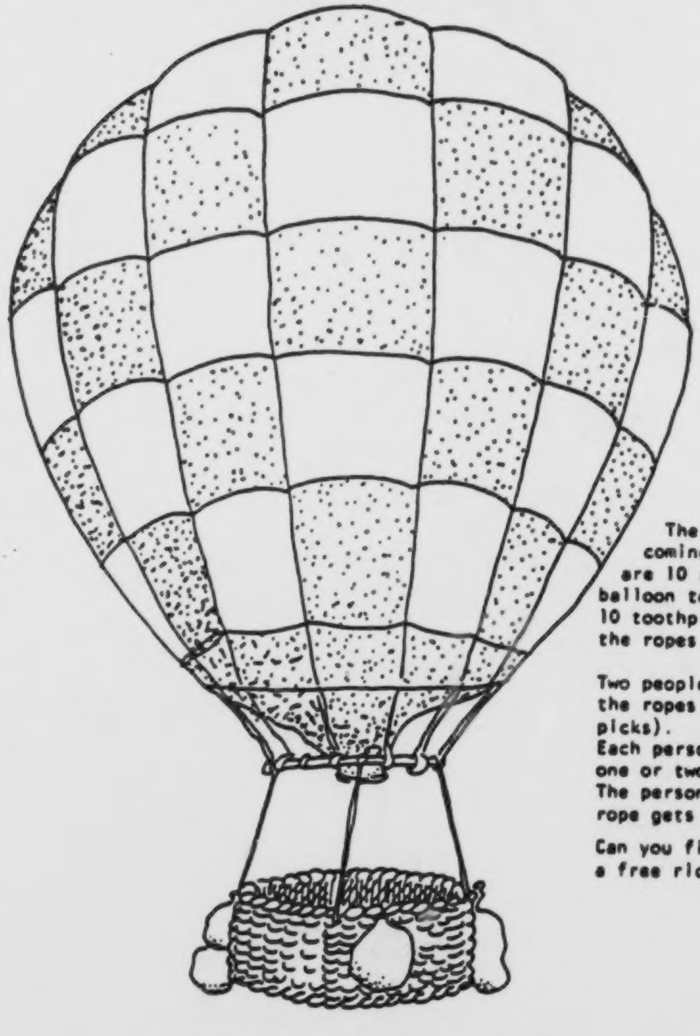
EXHIBIT 120

BALLOON RIDE



The Hot Air Balloon is coming to town. There are 10 ropes holding the balloon to the ground. Use 10 toothpicks to represent the ropes.

Two people take turns cutting the ropes (picking up toothpicks).
Each person may cut either one or two ropes.
The person who cuts the last rope gets a free ride!

Can you figure out how to get a free ride every time?

(Arrange 10 toothpicks representing the ropes to connect balloon to ground)

Adapted with permission from Math for Girls and Other Problem Solvers © 1981, The Regents of the University of California, published by EQUALS, Lawrence Hall of Science, University of California, Berkeley, CA 94720.

EXHIBIT 121

BOOKS and BEYOND

Directions: Please complete one questionnaire for each child attending this school.

Student's Name ____________________________

Teacher Name ____________________________

Grade ____________________________

	YES	SOME-TIMES	NO
1. My child chooses to read during free time at home.			
2. My child chooses to watch TV during free time at home.			
3. My child carefully chooses the TV programs he/she watches.			
4. My child watches TV before school.			
5. I determine the number of hours my child watches TV.			
6. I select the kinds of programs my child watches on TV:			
7. I feel confident in selecting quality reading material/books for my child.			
8. I feel confident in selecting books that are at the appropriate reading level for my child.			

CIRCLE YOUR ANSWER

9. On the average my child spends _____ hours watching TV each day:
1) 0 hours 2) 1 hour 3) 2 hours 4) 3 hours 5) 4 or more hours

10. My child spends _____ hours reading (or being read to) at home each day:
1) 0 hours 2) 1/4 hour 3) 1/2 hour 4) 1 hour 5) 2 or more hours

11. My child visits our community library each month:
1) 0 visits 2) 1-2 visits 3) 3-4 visits 4) 5 visits 5) more than 5

12. I read to or with my child each week: (K-3 parents only)
1) 0 times 2) once 3) 2-3 times 4) 4-7 times 5) more than 7

13. Please comment on any changes you have noticed in your child's reading and TV habits during participation in the BOOKS & BEYOND project.

14. Would you like your child to participate in a program of this kind next year?
YES NO NO OPINION

15. Please add any additional comments:

EXHIBIT 122

TV TIME CHART

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M. 7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
P.M. 1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Fill in the names of the programs you watch. **TOTAL TV HOURS ____**

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EXHIBIT 123

TV VIEWING LOG- ALTERNATIVES

Do you know why you watch TV? Some of the most common reasons for watching TV are given in the boxes. Below each reason, list other things you could do besides watching TV. An example is given in the first row.

ENTERTAINMENT	RELAXATION	INFORMATION	SOMETHING TO DO	COMPANIONSHIP
Play a game	*Watch the clouds*	*Read a book*	*Walk my dog*	*Write a letter*

Permission to Reprint: *Books and Beyond,* Solana Beach School District

EXHIBIT 124

TO: Parents of B Loft Students
FROM: Teachers of B Loft
RE: Math and Beyond Packets

Parents, you are your child's most important teachers! In order to give you some opportunities to learn with your child at home, we are sending home packets of math activities which have been developed by the Solana Beach School District.

The purpose of these activities is to help students see the variety of ways math is used (consumer math, math art, math games, puzzles, problem-solving, etc.), to give students more opportunities to practice their math skills, and to have fun with math.

There are six booklets at each level. We will be sending home a new booklet every two to three weeks as students finish them.

HOW TO USE THE BOOKLETS

1. Set aside 5 to 10 minutes three to four days a week to work on the booklet. Pages do not have to be done in order.

2. Do some of the activities with your child. Make it a family time.

3. Praise your child for completing a problem, a page or an activity.

4. If your child can't do a problem:
   a. Help him or her.
   b. Have a friend or sibling help.
   c. Skip it.

5. If your child resists doing the activities, talk to him or her about it. Listen to their reasons. Don't be critical. Share their reasons with us and we will try to work out a positive plan to get them started.

6. Be positive about math and your child's ability to be successful. Do not put undue pressure on your child to do the activities. The goal is to build positive attitudes toward math.

7. Talk to your child about how you use math in your everyday life (family budgeting, balancing check book, sewing, cooking, woodwork, etc.). Where appropriate, involve your children in these activities.

8. Sign the booklet cover when your child has done all the activities he or she can do. Return the booklet to school. A prize or certificate will be given for each booklet completed.

EXHIBIT 125

Start with the statement at the top. Follow the directions and see what new statement results.

I HATE TO LISTEN BUT

1. Rewrite the statement as all one word:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

2. Exchange the 4th and 13th letters:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

3. Make the first T an F:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

4. Remove the 2nd E:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

5. Make the B a D:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

6. Move the 10th letter to the end:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

7. Exchange the 10th and 12th letters:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

8. Exchange the 9th and 11th letters:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

9. Make the first T an L:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

10. Move the E between the I and the T:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

11. Put an R between the I and the E:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

12. Remove the 2nd, 14th, and 15th letters:

_ _ _ _ _ _ _ _ _ _ _ _ _

13. Put a C between the 1st and 2nd and between the 11th and 12th letters:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

14. Put an O after the double L and the T:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

15. Add 3 letters: a W before the D, an I after the T, and an N in the 19th position:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

16. Make a word separation after the 1st, 4th, and 10th letters:

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Source: Brain Stretchers
Anderson & Hallel

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EXHIBIT 126

Calendar of Learning

1985 APRIL 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Make math cards with your child	**2** Have your child write 5 words that are opposite in meaning. Example: left-right	**3** Have your child draw 2 clocks, one showing the time he gets up and one showing the time he goes to bed	**4** Study your spelling and reading words.	**5** Give your child a ruler. Have him draw a rabbit with ears 4 inches long.	**6** The Easter Bunny colored 25 eggs. During the night he ate 8. How many does he have left?
7 Let your child help prepare Easter dinner.	**8** Help your child make a list of the things he needs to do each morning. Hang this on the wall.	**9** Have your child follow these directions: (1) draw a house, (2) draw a tree next to the house, (3) draw a kitten next to the tree	**10** Discuss the value of coins with your child. Example: dime—10¢, quarter—25¢	**11** Help your child circle the short vowel sounds in his spelling or reading words.	**12** Help your child add the high and low temperature for today. Use the radio, TV, or newspaper weather report.	**13** Take your child to the grocery store. Help him add the cost of two or more things.
14 This is Earth Week. Help your child plant a flower or vegetable.	**15** Read a nature book with your child.	**16** Pretend you are an animal. Write a story about what you like to do.	**17** Have your child draw 4 carrots. Write a root word on the root and an ending on the top of the carrot.	**18** Write spelling words in ABC order.	**19** Have your child look at a cereal box. Circle the words that tell what is in the cereal.	**20** Pick some wild flowers with your child.
21 Praise your child for everything he does well at home and at school.	**22** Read a poem to your child. Have him name the rhyming words.	**23** Help your child think of words that sound alike but have different meanings. Example: by—buy, sea—see.	**24** After watching a TV program, have your child tell the main event of the program.	**25** Play word games with your child. Say a word and have him say a word that begins with the same letter.	**26** Write 5 math problems with mistakes in two of them. Have your child choose the problems that are wrong and correct them.	**27** Have your child help you plan Sunday dinner.
28 Don't forget to set your clocks one hour forward. Let your child help.	**29** Have your child select 5 comic strips or books. Put the titles in ABC order.	**30** Listen to your child read a story aloud.		**Memo:**		

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EXHIBIT 127

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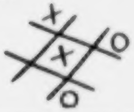
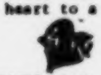
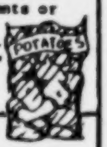
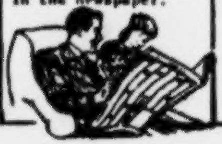
FEBRUARY

Listen to your child - a child's thoughts are as important as an adult's.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
FEBRUARY IS BLACK HISTORY MONTH					1 Help your child put up a bulletin board in his/her room to demonstrate his/her accomplishments. NO SCHOOL TEACHER PLANNING DAY 	2 Have your child tell you another conclusion to a TV movie he/she has seen.
3 Discuss what life for a fourth grader would have been like in George Washington's time.	4 Have your child arrange the following groups of words in alphabetical order. code book can't bike clam bake	5 Ask your child to choose a game and play it with him/her. Have fun today!	6 Have your child arrange the words swing, on, the, played, and Tommy so they make a complete sentence.	7 Discuss with your child the reasons many people go jogging every morning.	8 Have your child look in today's newspaper to find the weather. Find out about the temperature and weather conditions.	9 Have your child arrange the following words in alphabetical order. stamp star stand stack
10 Discuss with your child the difference between life in the country and life in the city. Ask your child to draw pictures of city and country scenes.	11 Help your child draw an X-ray picture of a person showing the heart, lungs, and stomach. 	12 Have your child subtract 1863, the date of Lincoln's death, from 1985 to find out how long ago he died. LINCOLN'S BIRTHDAY	13 Play a few games of Tic-Tac-Toe with your child. 	14 From cardboard, have your child cut out a heart, write a short message on it, and give the heart to a friend.  VALENTINE'S DAY	15 Have your child write his/her telephone number and then a friend's underneath it. Ask: "What is their sum?"	16 Ask: "Which is the better buy, five pounds of potatoes for forty cents or ten pounds for seventy-five cents?" 
17 Have your child make up a word problem for this equation. 17 - 8 = $\boxed{?}$	18 Ask your child to write the contractions of the following words. do not can not have not will not NO SCHOOL ALL PRESIDENTS DAY	19 After reading a newspaper article to your child, have him/her make up a headline for the story.	20 Show your child some pictures that show movement. Ask him/her to describe the action and give each picture a title. ASH WEDNESDAY	21 Ask: "What would it be like if we went to the movies every day instead of to school?"	22 Have your child determine how old George Washington would be today subtracting his birthdate, 1732, from 1985. WASHINGTON'S BIRTHDAY	23 Walk through a park. Discuss the effect that weather conditions may have upon the park; e.g., hurricane, drought.
24 Have your child count by 2's, 3's, and 4's while he/she is jumping rope or running in place. 	25 Ask: If you divide thirty-five pieces of candy evenly among seven friends, how many pieces of candy will each friend receive?"	26 Have your child make up a story about a picture you point out in the newspaper. 	27 Have your child identify the fraction 1½ on this number line. 0 1/2 1 2	28 Tell your child that 'leap year' occurs every fourth year and that the last one was in 1984. Ask: "When is the next leap year going to be?"		

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DECEMBER

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MIAMI SECONDARY LEARNING CALENDAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 In centimeters, have the student measure the height of each member of the family. Ask: "How many centimeters taller are you than the next shortest family member?"
2 Have the student read an article from the sports section of today's newspaper. Ask: "Can you tell who the article was about? Where and when did it take place?"	3 Have the student get a credit application from a local department store. Ask him/her to fill it out correctly.	4 Have the student review with you the contents of a book he/she recently read.	5 Ask: "How much was left in Tom's $ 100.00 checking account after he wrote two checks, one for $ 25.50 and the other for $ 58.98?"	6 Ask: "If it takes 12 eggs to fill one carton, how many eggs will it take to fill 24 cartons?"	7 Ask the student to select two TV programs the family might enjoy watching this week.	8 From the words below, have the student se- the correct spelling of the plural of battery. A. batterye B. batteries C. batteryies
9 Have the student identify several ways in which this community can improve its image.	10 Have the student use advertisements in the food section to figure how much the groceries are likely to cost.	11 Ask: "In which category should prairie, canyon, glacier, and jungle fall?" A geographical terms B circular shapes C migration patterns	12 Tell the student that Hilda needs 89 copies of a 73 page schedule for the track team. Have her round off each to the nearest 10 and then multiply them to estimate the amount that should be printed.	13 Ask: "When the suffix -ity is added to the word vital, which of the words below is the correct spelling of the new word.?" A. vitalety B. vitaleity C. vitality	14 Have the student select the punctuation mark that best completes the sentence below. The investigation was a waste of time A ! B , C . D ?	15 Have the student record all pertinent information on the daily schedule in Appendix H.
16 Have the student determine how much time passes between the beginning of 4th period and the end of 7th period. The student should feel free to use the class schedule.	17 Have the student select the category to which senate, assembly, and congress belong. A. community B. legislative C. schools	18 Using the blank check in Appendix D, have the student write today's date on the check and sign it.	19 Have the student write a letter to a university requesting an application for admission. HANUKKAH	20 Using the IRS form in Appendix G, have the student write in his/her Social Security number .	21 Have the student select the sentence below with a compound subject. The orchestra played beautiful music. The band and choir performed for the festival.	22 Tell the student that Adam purchased 16 tickets to the football game, each one costing $ 14.50. Ask: "How much will Adam spend for football tickets altogether?"
23 Have the student describe a city of the future. 30 Have the student contrast his/her attitude toward school and work.	24 * Have the student multiply 45.7 by 34.2. CHRISTMAS EVE 31 * Have the student watch TV news and share it with you. NEW YEAR'S EVE	25 * On the check stub in Appendix D, have the student indicate that Great Food Stores was the payee of a check for $ 350.00 on 12-25-84. CHRISTMAS DAY	26 * Ask: "If Gordon traveled 546 miles on 16 gallons of gasoline, about how many miles is he traveling on 1 gallon of gasoline?"	27 * With a friend, work the crossword puzzles in today's newspaper.	28 * Have the student use the circle graph in Appendix C to determine the percent of the budget spent on transportation.	29 Have the student use the chart of tire prices in Appendix C to find out how much ten size P235/75R15 tires would cost.

* Winter Recess — No class

EXHIBIT 128

EXHIBIT 129

Reprinted with permission from 1985-1986 Parents In Touch Calendar of Activities Grade 6 Indianapolis Public Schools Indianapolis, IN

1985 Grade 6 November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
266-4300 Dial-a-Teacher	**Call Parent Line/Communicator** and listen to a tape recorded message on: *Discover Ways To Help Your Child Feel Good About Him/Herself* 631-4805			Visit the Children's Museum during this month for *"The Art of the Muppets"* exhibit. Call 923-FROG for ticket information.	**1** **Expanding Vocabulary** Help your child find and use a new word each day. What is a *thesaurus*? Read the definition in the dictionary. (A *thesaurus* is an excellent book to add to the child's library.) **Professional Activity Day** **Pupils Do Not Attend**	**2** **Pumpkin Bread*** Thanksgiving is coming. Let your child make *Pumpkin Bread*. Recipe in back of calendar.
3 **Word Problems** Have your child answer this question: Paul is four years older than Rose. In two years, he will be twice as old as Rose. How old is Rose now?	**4** **Multiplication*** Have your child work the following charts quickly. 4s 6 24 8 32 1 3 2 9 4 6s 1 7 9 4 5 8 2	**5** ***Spelling** *Write the first and last letters of each spelling word on a sheet of paper. Ask your child to fill in the missing letters. Write other words that have these same beginnings and endings.	**6** **Coupon Clipper** Have your child find coupons for grocery shopping in the food section of the newspaper. Write the name of the store on the back of each coupon.	**7** **Subtraction*** Have your child find the problem with the correct answer. 40032 − 20315 = 20617 83854 − 23954 = 59600 683021 − 153021 = 530000	**8** **Europe** Have your child mark out the names of countries *not* in Europe. India Ethiopia Spain Puerto Rico Sweden Norway Brazil Florida Portugal Canada	**9** List the words from five TV commercials that make you want a product. Discuss how we are influenced by outside sources.
10 **Memory** Select a picture from a magazine. Show the picture to your child for one minute. Cover it and have him or her write down as many things as he or she can remember.	**11** Interview several veterans. Identify the branch of the armed service for each. **Veterans' Day** **Pupils Do Not Attend**	**12** **Flying** Last year 31,456,090 people traveled by air. This year 31,467,890 people traveled by air. In which year did fewer people fly?	**13** **Information in a word or phrase** Write several sentences on a sheet of paper. Underline phrases and ask your child to tell you whether the underlined phrase in each sentence tells when, where, how, why, or what kind.	**14** **Synonyms** As you and your child travel in your car play a synonym game. You name an object and your child names a synonym such as: building — house child — tot	**15** Write a paragraph using these words. Make three long sentences. **Subject** **Predicate** astronauts fly rockets orbit spaceships meet	**16** Visit the exhibit on Egypt at the Children's Museum. Discuss the meaning of these words. pyramids papyrus pharaohs hieroglyphics mummies delta
17 Go to the library and select an Arabian tale. Read stories from *The Arabian Nights* or *The Thousand and One Nights*. Read the stories aloud to your child.	**18** **Government** Match the correct officials. What does each do to help our government. President of U.S. Lugar Governor of Indiana Reagan Mayor of Indianapolis Hudnut Senator Orr	**19** Tell your child to listen as you read the following. After each series write the letters in sequence. VNDLH CBXEF QJLGRI ZXOTUR	**20** **Prefixes** Use the correct prefixes with these words. partial im- happy dis- pleased un- perfect	**21** Have your child make up titles for a mystery story. Use words from the spelling list.	**22** **Written Form Numbers** Have your child write the following numbers in written form: 52 = ______ 120 = ______ 1,356 = ______ 983 = ______	**23** Make a timeline of at least 10 events considered to be important in your child's life. Begin with the birthday and let your child do the rest. **Year** **Event** 1974 Birthday 1980 Starts school
24 **Timeline** Have your child make a personal schedule or timeline for tomorrow or for all week. Start with grooming then breakfast.	**25** **Place Value** Have your child write the value of the underlined digit. Example 47,000 = 7,000 720,000 = 20,000 340 = 40 683 = 600 16,123,520 = ______ 16,123,520 = ______ 16,123,520 = ______ 16,123,520 = ______ 16,123,520 = ______	**26** **Freedom To Me** Discuss *freedom* with your child. List with him/her 5 freedoms we enjoy as American citizens. What must each citizen do to protect these freedoms?	**27** Ancient people ate figs, apricots, walnuts and dates. Find a recipe in a cookbook using these fruits and nuts. Make a holiday treat. **1/2 Day Session** **Grades K-6**	**28** Have family members tell what they are thankful for before eating dinner. **Thanksgiving Vacation**	**29** **Basic Four** Identify foods eaten for Thanksgiving dinner. List them by food groups. Meat Poultry ______ Bread & Cereal ______ Fruit & Vegetable ______ Milk ______ **Thanksgiving Vacation**	**30** Visit your public library. Learn how to use the *Thesaurus* to find 10 synonyms for the word *happy*. Discuss the differences in meaning.

* See information in back of calendar.

EXHIBIT 130

LET'S DO TOGETHER FOR
February
1984

Monday	Tuesday	Wednesday	Thursday	Friday
○	○	① Put 3 small objects in a bag. Put hand inside, without looking, feel objects. Take turns describing what you feel.	② Listen to the news & talk about what you heard. What was happy or made you feel happy? Why?	③ Ask your child, "If you were a T.V. character, which would you be & why? Take turns.
⑥ Listen together to the sounds outside, such as traffic, airplanes, cars, buses trains, etc. Talk about what you hear, where it comes from.	⑦ While you're outside, talk about signs you see, such as traffic signals, stop signs, billboards etc.	⑧ Make a milkshake soda or cocoa together. Talk about what you do first, second and last.	⑨ Ask your child "What should you do if you find something that does not belong to you?"	⑩ Together make a Valentine for your teacher and take it to school on Tuesday. Talk about the different ways we show we love someone.
⑬ HOLIDAY NO SCHOOL TODAY!!! Talk about our Presidents. ABE LINCOLN'S BIRTHDAY	⑭ VALENTINE'S DAY Together call someone you like and wish them a Happy Valentine's Day.	⑮ Tasting Party. Blindfold your child. Taste 5 "secret samples" such as cinnamon, sugar, salt, lemon, onion, etc. Take turns.	⑯ Plan a menu together for one meal.	⑰ Talk about the weather today. How does it feel when it rains? What do you like to do when it rains?
⑳ HOLIDAY NO SCHOOL TODAY!!! Talk about names of our former presidents and President Reagan. GEORGE WASHINGTON'S BIRTHDAY	㉑ Read a book with rhyming words such as Cat in the Hat by Dr. Seuss, and nursery ryhmes.	㉒ Act out your favorite nursery rhyme.	㉓ When dressing, talk about the weather and what clothing is needed.	㉔ Ask your child, "If you were a tooth, who would be your best friend? Why?" (toothbrush, apple, etc.)
㉗ As you see items from the refrigerator and the stove, talk about them. Compare hot and cold items.	㉘ Fill jars with different levels of water. Talk about which has more/less. If raining, collect some rain water & see which has more/less.	㉙ Trace your hands and cut out patterns together. Talk about left, right and differences in size of adult and child hands.	○	○

THIS CALENDAR IS BEST USED BY PINNING IT ON A WALL WHERE IT CAN BE SEEN BY PARENTS AND CHILDREN. CHECKS MAY BE PLACED ON THOSE DAYS WHEN THE ACTIVITIES ARE COMPLETED. ACTIVITIES ARE EXPLAINED.

PARENTS!

DIRECTIONS--FOR FUN AND LEARNING TOGETHER

PARENTS!

① This calendar helps children understand that learning is fun and important at home.

② The activities should be fun for parents and children--and the activities should be done every day.

③ Short, fun activities can be done in the morning and afternoon with parents or other adults. Attention span of children in grades K-1 is five to fifteen minutes.

④ Give children rewards (smile, hug, or special privileges) when they are correct, or when they try.

⑤ Help children discover correct answers by asking questions like, "Is something missing?" or "Can you tell me more?" or "Is there another answer?"

Do not correct small mistakes.

⑥ Encourage children to speak in sentences. Ask many "why" questions so children will need to explain.

⑦ Stop if children are becoming frustrated.

⑧ Provide children some private time with their parent (or an adult) several times a week to talk and share.

⑨ Change activities to fit your child's level. If too hard, make it easier. If too easy, make it harder.

⑩ Read to your children. A bedtime story to read to or to tell your children every evening is an excellent way to help them be better readers.

Get books or magazines from your school or library. Newspapers can be used. Select easy to read books with pictures.

⑪ This calendar helps children become better readers.

NATIONAL SCHOOL DISTRICT

VAMOS A HACERLO JUNTOS EN
FEBRERO
1984

Lunes	Martes	Miércoles	Jueves	Viernes
○	○	① Pongan 3 objetos pequeños en una bolsa; metan la mano, y sin ver, toquen los objetos en la bolsa. Tomen turnos para describir lo que creen que es.	② Escuchen las noticias y hablen de algo que oyeron. ¿Qué fue bueno o los hizo sentir contentos? ¿Por qué?	③ Pregunte a su hijo "Si fueras un personaje de la televisión, ¿cuál te gustaría ser y por qué?" Tomen turnos.
⑥ Escuchen los ruidos de afuera como el tráfico, aviones carros, autobuses, trenes, etc. Hablen de lo que oyen o de dónde viene.	⑦ Mientras están afuera, hablen de los letreros que ven como las señales de tráfico, letreros de paradas, carteleras, etc.	⑧ Juntos, hagan una malteada, soda o cocoa. Hablen de lo que hacen al principio, enseguida y al último.	⑨ Pregunte a su hijo "¿Qué harías si te encontraras algo que no fuera tuyo?"	⑩ Juntos, hagan una tarjeta de San Valentín para el maestro y que la lleve a la escuela el martes. Hablen de las diferentes maneras en que demostramos a alguien que nos gusta o lo queremos.
⑬ DIA DE FIESTA No hay clases Hablen de nuestros presidentes. NATALICIO DE ABRAHAM LINCOLN	⑭ DIA DE SAN VALENTIN ¡Juntos, llamen a alguien a quién Uds. quieran y deséenle un Feliz Día de San Valentín!	⑮ Fiesta de Probar. Tape los ojos a su niño y que pruebe 5 "muestras secretas", como canela, azúcar, sal, limón, cebolla, etc. Tomen turnos.	⑯ Juntos, planeen un menú para una comida.	⑰ Hablen del clima de hoy. ¿Cómo se siente cuando llueve? ¿Qué te gusta hacer cuando llueve?
⑳ DIA DE FIESTA No hay clases. Hablen de los nombres de los presidentes anteriores y del presidente Reagan. ¿Por qué observamos un día especial para el Natalicio	㉑ Lean un libro con palabras que riman p. ej. Versitos para Chiquitines, por Emma Holguín, también canciones de cuna.	㉒ Hagan una representación de su canción de cuna favorita.	㉓ Cuando se vistan, hablen de la temperatura y de qué clase de ropa se necesita.	② Pregunte a su hijo. "Si fueras un diente, ¿Quién sería tu mejor amigo, por qué? (Cepillo de dientes, manzana, etc.?
㉗ Al mismo tiempo que ven las cosas del refrigerador y de la estufa, hablen de ellas. Comparen frío y caliente	㉘ Llenen frascos con diferentes niveles de agua. Hablen de cuál tiene más o menos. Si está lloviendo, junten algo de agua y vean cuál tiene más o menos.	㉙ Calquen sus manos; juntos recórtenlas. Hablen de izquierda, derecha y la diferencia en tamaño de los adultos y los niños.	○	○

ESTE CALENDARIO SE APROVECHARA MEJOR SI ES COLGADO EN UNA PARED DONDE TANTO PADRES COMO NIÑOS LO PUEDEN VER.

PADRES DE FAMILIA!

MARQUESE EL DIA QUE SE HACEN TODAS LAS ACTIVIDADES DEL DIA. LAS ACTIVIDADES ESTAN EXPLICADAS.

PADRES DE FAMILIA!

DIRECCIONES--PARA DIVERTIRSE Y APRENDER JUNTOS

① Este calendario ayudará a los niños a entender que es muy divertido así como importante aprender en casa.

② Las actividades deben ser divertidos para padres y niños y se deben hacer todos los días.

③ Estas actividades cortas y divertidas se pueden hacer en la mañana o en la tarde ya sea con los padres o con otros adultos. Recuerde el lapso de atención de niños de kinder al primer año es de cinco a quince minutos.

④ Cuando el niño esté correcto en estas actividades o hace un esfuerzo, dele una recompensa, como una sonrisa, un abrazo, o algún otro privilegio.

⑤ Una gran ayuda para el niño es preguntarle: ¿Falta algo aquí? ¿Me puedes decir algo más? O ¿Hay alguna otra respuesta? No le corrija errores pequeños.

⑥ Pida al niño que hable en oraciones completas. Pregúntale muchas veces ¿Porqué? para que los niños tengan que explicarle diferentes razones.

⑦ Si el niño se pone molesto, no insista en proseguir.

⑧ El niño debe de tener ocación de hablar con sus padres o adultos en privado varias veces a la semana.

⑨ Adapte las actividades de acuerdo con el nivel del niño. Si es muy difícil para él, hágalas más fáciles o viceversa.

⑩ Lea o cuente cuentos al niño todas las noches, ésto lo ayudará a aprender a leer mejor.

En la biblioteca de la escuela hay libros y revistas a su disposición. Seleccione libros fáciles de leer con caricaturas o retratos.

⑪ Este calendario ayudará a sus niños a leer mejor.

NATIONAL SCHOOL DISTRICT

EXHIBIT 131

PARENTS AND READING: How Can I Help My Child?

1. Develop an appreciation of books 1) set up a library shelf, 2) make regular trips to the library, 3) ask the librarian to recommend books, 4) give books as gifts, and 5) let your child see you read.
2. Read. Let your child see you read. Children learn by imitating.
3. Read to your child often. Make it a good experience.
4. Accept your children as they are. Seek out their strengths and capabilities and be ready with praise when they do well. Avoid comparing.
5. Relate reading to everyday life situations (billboards, traffic signs, menus, tv guide, catalog labels, maps).
6. Play games with the child that require concentration. Often such games can help increase intellectual capacity and vocabulary.
7. Take your child shopping with you. Early experiences in reading and mathematics can develop from such trips.
8. Have good conversations at the dinner table with thought-provoking questions but don't make it a question-and-answer session. Be a good listener.
9. Control TV - Pick out good tv programs and discuss them casually with child.
10. Encourage play with manipulative toys. Let child experiment with typing, cooking, building and sewing. Children learn best by doing.
11. Take trips to points of interest. Museums, planetariums, art displays, concerts, and sporting events are enriching experiences. Other points of interest: the airport, a farm, city hall, zoo, and amusement park.
12. Let children make decisions by giving them choices and letting them choose the variety of breakfast food, how they want to celebrate a birthday, the color of their bedroom, what they want to wear. Then abide by their choice.
13. Take advantage of daily learning situations, point out colors, numbers, letters, and words. Count with your child the number of plates on the table, talk about the colors in the striped shirt he is wearing, discuss comparative sizes of blocks.

Home
Learning
Center

605 Crapo Street, Flint Michigan 48503, (313) 762-1198
(Made possible by a grant from the Charles Mott Foundation)

EXHIBIT 132

Check-Up Time!
Are You Helping Your Child With Reading?

The following practices will help your child in reading. Check each statement that describes what you do:

☐ 1. I read something every day. My child sees me enjoying reading.
☐ 2. I have a public library card.
☐ 3. I take my child to the library.
☐ 4. I read aloud to my child frequently.
☐ 5. I listen to my child. I ask him to describe things he has seen.
☐ 6. I ask my child to tell me about what he has read.
☐ 7. I take my child places. We talk about what we see.
☐ 8. I encourage my child to write letters, notes and lists.
☐ 9. I buy my child books and magazines.
☐ 10. There is a dictionary in our house.
☐ 11. I praise my child for his efforts. I do not compare him with other children or criticize him.
☐ 12. I make sure that my child has a good breakfast. I also see that he gets to school on time.
☐ 13. I show my child that I am interested in his progress.
☐ 14. I limit my child's TV viewing. I help him choose worthwhile programs.
☐ 15. I allow my child to have some reading time each day. I see that no one interrupts him during this time.
☐ 16. I watch for signs of eye or hearing problems.
☐ 17. I take time to help my child with homework.
☐ 18. I know my child's teacher(s) and visit the school whenever I can.
☐ 19. I contact my child's school or teacher(s) if I have questions or need information.
☐ 20. I find time to play reading games with my child.

CONGRATULATIONS! The things that you checked will help your child in school. Keep up the good work! Try to do as many of these things as you can.

Reprinted with permission from *Can You Think of Anything Better: Points for Parents.* 1979. Operation Fail-Safe, Houston Independent School District

EXHIBIT 133

COMPREHENSION

Infers Main Idea

Silent Movies

Try this activity for fun sometime!

Turn on the TV to any cartoon or drama. Be sure to pick a show that has action and dialog. Then turn the sound off! As you watch it together, try to figure it out. You might suggest these questions:

- What's going on?
- Who is the red-haired woman we keep seeing? How does she fit into this?
- What do you think those two are saying? How do you think they feel about it?
- What makes you think they're happy (sad, suspicious)?

After a while, turn the sound back on. Listen to see if your guesses were correct!

Fun With Riddles

Materials: any book of riddles (Ask the librarian to help you find one.)

Ask riddles when you're with your child. Let him ask you a few, too! An example is: "What is soft, often slippery, but never slimy? It licks, but not lillipops." Answer: A cat.

Match 'Em Up

Materials: magazine advertisements, scissors

Select ads that have slogans about the product. A picture showing a coffee can might have the slogan "the coffee you'd drink if you owned all the coffee in the world." Cut the ads away from the slogans. Ask your child to match them up!

If he has trouble, he can look at the picture. He then decides what it's advertising. He can look for the main word. For the coffee ad, he would look for "coffee."

What Doesn't Fit?

Ask your child to read these paragraphs. Tell him to first read the paragraph silently. Then he will read it out loud to you. Ask him to to find the sentence that doesn't fit in the paragraph.

1. Mother was baking a cake for John's birthday. She mixed up the batter, and put it in the oven to bake. It seemed to take forever! At last the potatoes were done. She put chocolate frosting on it when it cooled.
2. Fido is a little black and white dog. He is only eight months old. A cat has nine lives. Fido loves to play. He chases his tail and plays tag with us. All day he runs and plays.
3. The beaver works hard. He has large teeth, and cuts down trees with them. He swims easily with his webbed hind feet. He can blow water out of his trunk. The beaver can build dams in streams.

Variation: You can read this aloud to your child. Have him raise his hand when he hears the sentence that doesn't fit.

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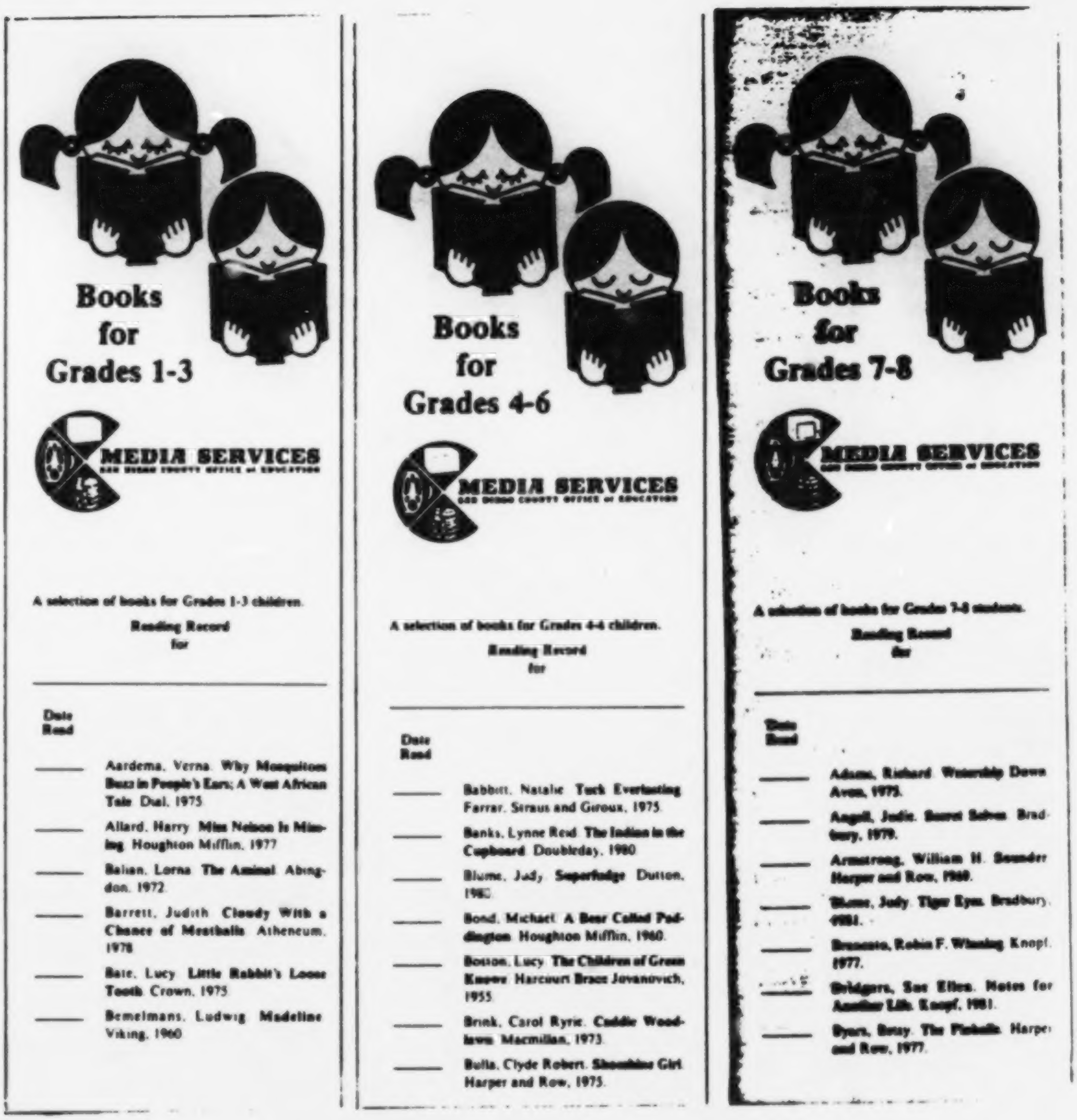
EXHIBIT 134

RECOMMENDED BOOKS



Books for Grades 1-3

MEDIA SERVICES
SAN DIEGO COUNTY OFFICE of EDUCATION

A selection of books for Grades 1-3 children.

Reading Record
for

Date Read

- _____ Aardema, Verna. **Why Mosquitoes Buzz in People's Ears; A West African Tale.** Dial, 1975.
- _____ Allard, Harry. **Miss Nelson Is Missing.** Houghton Mifflin, 1977.
- _____ Balian, Lorna. **The Aminal.** Abingdon, 1972.
- _____ Barrett, Judith. **Cloudy With a Chance of Meatballs.** Atheneum, 1978.
- _____ Bate, Lucy. **Little Rabbit's Loose Tooth.** Crown, 1975.
- _____ Bemelmans, Ludwig. **Madeline.** Viking, 1960.

Books for Grades 4-6

MEDIA SERVICES
SAN DIEGO COUNTY OFFICE of EDUCATION

A selection of books for Grades 4-6 children.

Reading Record
for

Date Read

- _____ Babbitt, Natalie. **Tuck Everlasting.** Farrar, Straus and Giroux, 1975.
- _____ Banks, Lynne Reid. **The Indian in the Cupboard.** Doubleday, 1980.
- _____ Blume, Judy. **Superfudge.** Dutton, 1980.
- _____ Bond, Michael. **A Bear Called Paddington.** Houghton Mifflin, 1960.
- _____ Boston, Lucy. **The Children of Green Knowe.** Harcourt Brace Jovanovich, 1955.
- _____ Brink, Carol Ryrie. **Caddie Woodlawn.** Macmillan, 1973.
- _____ Bulla, Clyde Robert. **Shoeshine Girl.** Harper and Row, 1975.

Books for Grades 7-8

MEDIA SERVICES
SAN DIEGO COUNTY OFFICE of EDUCATION

A selection of books for Grades 7-8 students.

Reading Record
for

Date Read

- _____ Adams, Richard. **Watership Down.** Avon, 1975.
- _____ Angell, Judie. **Secret Selves.** Bradbury, 1979.
- _____ Armstrong, William H. **Sounder.** Harper and Row, 1969.
- _____ Blume, Judy. **Tiger Eyes.** Bradbury, 1981.
- _____ Brancato, Robin F. **Winning.** Knopf, 1977.
- _____ Bridgers, Sue Ellen. **Notes for Another Life.** Knopf, 1981.
- _____ Byars, Betsy. **The Pinballs.** Harper and Row, 1977.

Bookmarks available from San Diego County Office of Education

EXHIBIT 135

TERRIFIC BOOKS FOR READING ALOUD

Aaron, Chester Grades 6-8	AMERICAN GHOST. Harcourt, Brace, Jovanovich, 1973. Twelve-year-old Albie, alone in his family's farmhouse, is suddenly torn from his roots as the old farmhouse is picked up in a flood and set afloat down the Mississippi River. The days that follow test Albie's strength, courage and ingenuity to stay alive, especially after discovering a mountain lion is also trapped in the house.
Aiken, Joan Grades 5-6	THE WOLVES OF WILLOUGHBY CHASE. Doubleday, 1963. The wicked Miss Slighcarp sends two children to the orphanage after their parents are lost at sea. The children escape and travel four hundred miles to seek help. (Followed by: BLACK HEARTS IN BATTERSEA; NIGHTBIRDS ON NANTUCKET; CUCKOO TREE.)
Alexander, Lloyd Grades 4-6	THE CAT WHO WISHED TO BE A MAN. Dutton, 1973. When his cat Lionel begged to be turned into a man the old magician, in exasperation, granted him his wish.
Ames, Mildred Grades 5-6	IS THERE LIFE ON A PLASTIC PLANET? Dutton, 1975. Hollis is wretched - she doesn't like her name, her mother's a nag and she hates her cousin Addison. When she meets Mrs. Eudora, a doll shop manager, she wonders if one of the dolls can be made to take her place. This suspenseful story will keep you guessing to the end.
Armstrong, William Grades 6-8	SOUNDER. Harper and Row, 1969. The story of a black sharecropper, who must steal to feed his family, and his son who grows to maturity through his father's prison term and the devotion of his dog Sounder. (Awarded the 1970 Newbery Medal.)
Arthur, Robert (Comp.) Grades 5-6	THRILLERS AND MORE THRILLERS. Random House, 1968. This collection of stories combine suspense and atmosphere that makes them more than just mystery, ghost or adventure stories.
Atwater, Richard Grades 3-5	MR. POPPER'S PENGUINS. Little, Brown, 1938. When Mr. Popper was presented with a penguin, he named it Captain Cook. The poor bird grew so lonely that Mr. Popper appealed to an aquarium and got another penguin named Greta. A very funny story.
Babbitt, Natalie Grades 5-6	THE SEARCH FOR DELICIOUS. Farrar, Straus and Giroux, 1969. The Prime Minister is compiling a dictionary and when no one at court can agree on the meaning of delicious, the king sends his twelve-year-old messenger to poll the country.

Bibliography available from the San Diego County Office of Education

EXHIBIT 136

BOOK BAG KINDERGARTEN READING PROGRAM

Encinitas Union School District

OCEAN KNOLL SCHOOL

Dear Kindergarten Parents:

Tomorrow I will be beginning a new program involving books in your child's classroom. Each Tuesday and Thursday will be "Book Bag" day. The children will be read a story which will be taped simultaneously. They will then be able to check out these stories and easy-to-read books.

The assets to this program include:

- Building children's interests in reading.
- Developing listening skills.
- Ability to follow the printed language - reading.
- Positive changes in behavior.

What is the parent's role? Allow children time and space to listen to the tapes. When your child has completed listening to the story tape, help him/her be responsible to see that the tape is rewound, that the book and tape are put back into the bag and that the Book Bag is returned to school. Help the child adhere to the rule that the Book Bag is for the book and tape only and must not be used to carry other books, papers, lunch, etc. Please see that your child does not erase the tape.

Because of the limited supply of tapes and books, it is important that they be returned within two days.

I am looking forward to beginning this program. We do need your help in one area as Ms. Thornburg has already informed you. We need parents who will volunteer to simply sew different size book bags. We will be glad to show you samples. Also, if anyone has sturdy material and velcro they would like to donate that would be appreciated, too. Thank you very much to those parents who have already begun work on this project.

Simple, Dr. Seuss-type story books, which are in good condition, are also suitable for donation.

If you need more information, please call me at Pacific View, 753-3177, on Monday, Wednesday, or Friday, or Cheryl Thornburg at Ocean Knoll 753-5252.

Sincerely,

Vreneli Wilson
Reading Specialist

OCTOBER

(Social Skills and Health)

Sanislo
Home-School
Program

Student ____________

Team ____________

Weekly Goal (October 17 - 23)

-- to develop respect for individuals by appreciating differences and feelings.

Activities to reinforce goal (Choose 3)

Write the rest of these "I statements".

1. I feel good when.....
2. I feel angry when.....
3. I am scared when.....
4. I'm excited when.....

Story Starter

The magic elf said I had 3 wishes. I sat and thought about what to wish for. Then I had an idea.....

Write the end of the story. Share it with another family member.

Look through a magazine or watch a T.V. show and count the number of males and females in the ads.

Notice the age of the people

Share what you learned.

Make a poster in 3 sections. Draw or cut out pictures for:

1. Personal property
2. Family property and
3. School property

or write words.

I completed ____ activities this week with my child.

Comments ______________________________

____

Parent's signature ____________

Family Home Reading Program

Join the Reading Club!

Read to your child.

A.B. = 15 min.

Please initial a block for each 15 min. of reading.

Monday	Tuesday	Wednesday	Thursday	Friday
				You can fill this out if you are
				going to read tonight.

EXHIBIT 137

EXHIBIT 138

SECONDARY READING CHART

Dear Parent,

Please be sure your teenager reads for thirty minutes each evening. If possible, sign appropriate box after the reading is recorded. Thank you for your support.

Date	Title/Author	Pages	Time	Parent Signature
Mon.				
Main Ideas				

Date	Title/Author	Pages	Time	Parent Signature
Tues.				
Main Ideas				

Date	Title/Author	Pages	Time	Parent Signature
Wed.				
Main Ideas				

Date	Title/Author	Pages	Time	Parent Signature
Thur.				
Main Ideas				

Date	Title/Author	Pages	Time	Parent Signature
Fri.				
Main Ideas				

EXHIBIT 139

Parent's name	Student's name

Telephone number: ____________________

NEAT* SHEET - WEEK ONE

Use the Thursday newspaper and do this activity sheet with your child. Have student return this to the school early next week.

(1) Look through the entire Food Section. List the names of four recipes that you would like to try sometimes.

Parent Answer	Student Answer
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________

(2) Read Profiles in section A, page 2, which two people did you enjoy reading about?

Parent Answer	Student Answer
1. ____________	1. ____________
2. ____________	2. ____________

(3) Look in the Living Section, find the article "What's happening in, around the Dallas area. What activity would you like to attend?

Parent Answer	Student Answer
____________	____________
____________	____________

(4) Read Employment Opportunities, clip and attach a job that you would like to have.

(5) Read a news story about another country. Write the name of the Country and the title of the article.

Parent Answer	Student Answer
____________ name of country	____________ name of country
____________ title of article	____________ title of article

*Newspapers Encourage Activities Together (NEAT)

Reprinted with permission from Dallas Independent School District, Dallas, TX

NEAT SHEET

STUDENT ACTIVITIES - WEEK ONE

These activities can be for students only or for parents and students together. Choose at least three activities from this page. You can always do more if you feel like it! If you need more room to write and paste clippings, use the back of this page.

1. Find three stories in your newspaper about accidents that could have been prevented. Write how these accidents could have been prevented.

2. Pick a story in Section A. Write about the problems discussed in this story. What do you think about the story and the problem?

3. Pretend that you have been given $50.00 to feed your family for one week. Using newspaper ads, do the "weekly shopping," make sure to get the best bargains. List the foods you have chosen and add the prices.

4. Read an article about the Texas Rangers Baseball Team in the Sports Section. Who did they play? What was the score? Who are your favorite players? What positions do they play?

5. Find a news story in your newspaper about bad weather conditions somewhere in the world. What kind of weather is the article about? Where is it taking place? Did the article say what caused the bad weather? If so, what was the cause? What effect did the weather have on the people living in the area?

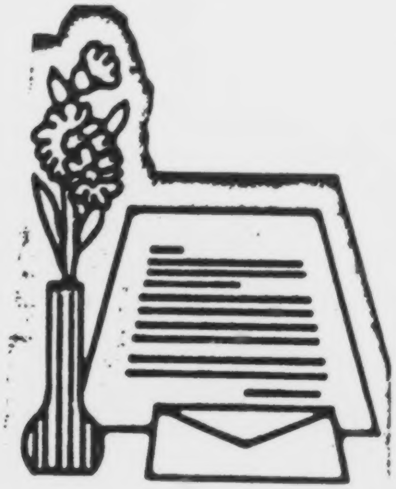
6. Look for a news story about an animal. Read it and write what you learned about the animal from the story. Write anything else you know about that animal.

EXHIBIT 140

PARENTS . . .
how to help your child do well in writing

Your neighborhood school teaches your child to write in the classroom, and you can make your child an even better writer by helping at home. Simple and fun activities using writing reinforce the skills teachers work on at school. And you and your youngster can have fun, too.

People who write well are able to listen, ask questions, and organize their thoughts. They also become disciplined because they consider their words carefully, and they are not afraid to change their minds in selecting the best word possible. You can help your child develop these skills at home.



Here are some ideas:

- Help your child write notes to friends and relatives. Show how to send thank you notes and written invitations.
- Ask your child to write the shopping list, lists of chores, and other things to do.
- Encourage your child to keep a log, diary, or journal. Younger children can write a short description of an activity or place they have visited.
- Make sure your child has a dictionary and a supply of pencils and paper as well as a quiet, well-lit place to write.
- Athletes from many countries will be in Los Angeles for the Olympics. A pen pal from one of those countries is a fun way to use writing.
- Point out differences in typefaces as a way of increasing interest in the written word.
- Write. The more they see you write, the more they view writing as a normal, useful, everyday activity.
- Be encouraging. The more they write the better they will be. Remember that for every mistake, there are many things done correctly, so be patient.
- Write to your child. Just short, funny notes or simple instructions will serve as examples of how writing is useful.
- Teach your child calligraphy, or better yet, learn the skill together.
- Ask for samples of your child's writing and keep a file of it at home to check progress.
- Hang your child's writing assignments on the refrigerator or display them in the house in some other way.

What happens at school:

Team up with your child's teacher to find other ways to help at home.

In elementary school, writing is part of the language program. The program includes speaking, reading, literature, grammar, spelling, and creative writing.

In junior high school, writing is part of the English program. It includes reading, drama, journalism, and composition. Writing is included in the study of all subjects.

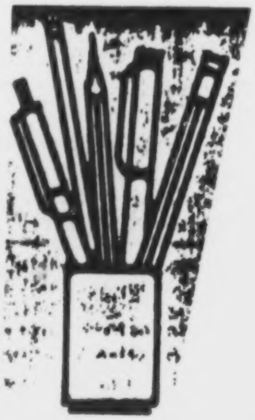


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EXHIBIT 141

PARENTS . . . how to help your child do well in science

Your neighborhood public school teaches science in the classroom. You can help your child do even better in science by helping at home. Simple and fun activities using science reinforce the skills teachers work on at school. You and your child can have fun, too.

Studying science helps develop skills and abilities that will serve your child well in life. Skills such as:

- reasoning
- rational, logical, and creative thinking
- using equipment
- caring for and handling living things
- communication, both spoken and written
- values, aspirations, and attitudes that encourage involvement with the environment.

Science stresses the importance of looking at all of the evidence before making a decision. Applied science (technology) works on making the world a better place to live. And science uses the other basics--math, writing, and reading.

There are lots of things you can do to help your child. When you show your children how important science is, they will do better at school.

Here are some ideas:

- Athletes from many countries will come to Los Angeles for the Olympics. Help your child learn what kinds of plants and animals live in those countries. Research the minerals, geology, and weather in the countries.
- Look at plants and animals in tide pools at the beach.
- Study geology during a trip to the mountains. Pick up a pocket guide to minerals and rocks. Start collections.
- Ask your child's science teacher for a list of recommended places to visit such as health centers, research laboratories, and ecology centers.
- Take your child to the library to find biographies of famous scientists. Your librarian can help you find books right for your child.
- Contact conservation groups and other organizations in your area to learn about nature walks and other activities. Ask your child's teacher for names of these organizations.

Become a partne child's teachers

Teachers support the lin and school by giving you in science opportunities you ca children.

You can also talk with head of the science department, the vice principal in charge of instruction, or the principal of the school.

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EXHIBIT 142

IDEAS FOR WORKING WITH CHILDREN AT HOME - MATHEMATICS

Mathematics can be learned by traveling, measuring, shopping, budgeting, scoring games, timing, keeping graphs, etc. Real experience is the best teacher. Mathematical concepts:

Money/coin
Time
Temperature
Linear measurement
Area measurement

Weight/mass
Liquid capacity
Geometric Figures
Probability
Fractions & percent
Decimals

Some suggestions to enhance math concepts are:

- Cooking
- Sewing
- Gardening - natural science
- Map reading - family trips
- Using tools: woodworking, bicycle and auto repair, electrical appliance repair, electrical switches, lamp cord replacement, small or large construction projects.
- This is a way for a student to take responsibility for his/her own work and schedule, etc. He/she also gets practice with multiplication, addition and dollars and cents. Picking a job offers a choice for a child - he/she has a "say" in his work and work schedule but knows any job must have approval before starting it (last line). Jobs can vary and payment can vary. This example chart has set a price of 6¢ for each square with a check. At the end of a week have child multiply checks on each line to get total for total column. The child adds totals for grand total.

Make bed	X	X		X		18¢
Homework		X	X	X		18¢
Empty trash	X	X	X	X	X	30¢
Pick a job & get approval	X	X	X	X	X	30¢
					Grand Total	96¢

Reprinted with permission from Introducing Basic Skills: Working with Children at Home. Special Education Parent Facilitators, San Diego Unified School District, San Diego, CA.

EXHIBIT 143

Kids of Camino

Dear Kids:

This is a new newsletter I'll be sending you from time to time. I hope you enjoy and learn some things that will help as you attend ECR.

Family Chores

Several kids think the chores they have to do take too much time. Surprise! Most chores given to kids take very little time. Even if you have daily chores, it really takes very little of your time. Here are examples of some common chores - (I've computed these from talking to some ECT students):

Taking out trash	3 minutes
Emptying waste baskets into trash cans (6)	4 minutes
Making bed	3 minutes
Cleaning room (putting things in their place)	5 minutes
Dusting family room, living-room, & den)	3 minutes
Cleaning dinner table & putting things in place	5 minutes
Cut the lawn-front & back (with gas or electric mower)	25 minutes
Water house plants	5 minutes
Vacuum (living/dining rooms)	15 minutes
Feed & clean up after animals	3 minutes

It has been calculated that a parent spends over 12 hours daily to provide for a family's needs. In other words your parent's chores would amount to 12 hours a day, where a child's accumulated chores would be somewhere around 10-15 minutes daily.

I would like to know how you feel about this. Can you think of things you can do around the house to help your parent(s)? They do so much for you. Please share your ideas with your parents as well, and reply on the tear-off provided below.

(Tear off and return to Mr. Bedley)

Dear Mr. Bedley:

Here's my idea about chores: ____

____

Name ______________________

Reprinted with permission from Bedley, G.A., 1980, "How Do You Recognize a Good School When You Walk Into One," Irvine, CA, People-Wise Publications

EXHIBIT 144

MEASUREMENT

Changes Units Of Measure

Weighty Problems

Materials: Paper, pencil

While grocery shopping, let your child help weigh vegetables or fruits. Ask him to keep track of their weight in pounds. At home let him change the number of pounds to ounces.

Example :

A sack of potatoes weighs 2 pounds. Your child would change 2 pounds to 32 ounces. (2 x 16 = 32)

Variation: On the next shopping trip, let him change ounces to pounds.

A Lot Of Feet

Materials: Paper, pencil, map

Using a map, help your child change miles to feet. First help him decide the number of miles from one city to another. (Example: It is about 51 miles from Houston to Galveston.) Then let him change the number of miles into feet.(Example: 51 miles = 269,280 feet, because 1 mile = 5,280 feet so 51 x 5,280 = 269,280)

Hint: Try other distances later. How about changing feet to miles?

Sounds Big

Materials: Bathroom scale, pencil, paper, household items

Give your child practice in changing pounds to ounces. Ask your child to weigh a household item. (Example: telephone) Then have him change the number of pounds to ounces.

Example:

The telephone might weigh 3 pounds. Your child would change 3 pounds to 48 ounces. (1 pound = 16 ounces, so 3 x 16 = 48)

Variation: Try weighing telephone directories, a record player, a large can of vegetables.

The Heavy Things

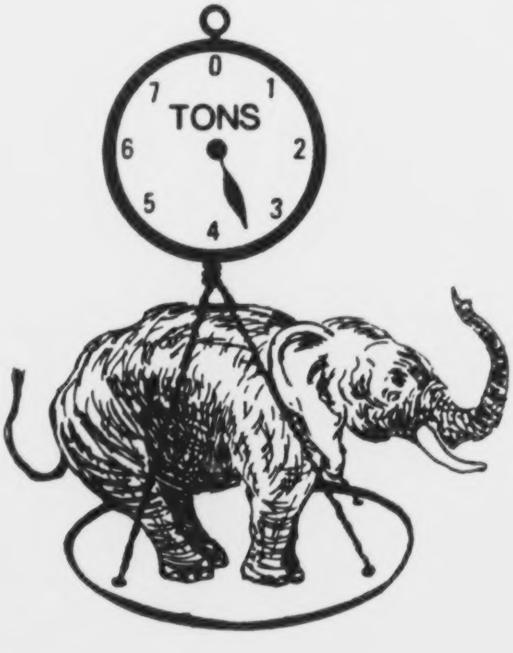
Materials: Pencil, paper

Help your child learn about tons. (2,000 pounds = 1 ton) Talk about things that might be measured in tons. (Examples: trucks, cars, elephants, boats and planes) Then ask him to change the number of tons below into pounds.

a. 2 tons   c. 6 tons
b. 5 tons   d. 4 tons

Cover the answers below:

a. 4,000 pounds   c. 12,000 pounds
b. 10,000 pounds   d. 8,000 pounds



Reprinted with permission from Houston Independent School District 1980
Excel in Math: Points for Parents

CHARTS AND GRAPHS

Constructs Graphs

Newspaper Graph

Materials: Newspaper or magazine

Look through the newspaper or magazine with your child. Find a graph. Let him look at the key(legend). Explain the legend to him. Now ask questions about the graph.

Examples:

In which year was the most wheat grown?

In which year did we have the most rainfall?

Try to make these math activities fun! They should not seem like a punishment. Enjoy doing the actitivies with your child.

Cool To Hot!

Materials: Room thermometer, pencil, paper

Help your child read and record the outdoor temperature at home. Do this each day for a week at 5:00 p.m. Keep a chart of each reading. Then let your child decide which day was the coolest, which day was the hottest?

Example:

Outdoor Temperature

S	M	T	W	Th	F	S
52°	68°	71°	55°	67°	69°	72°

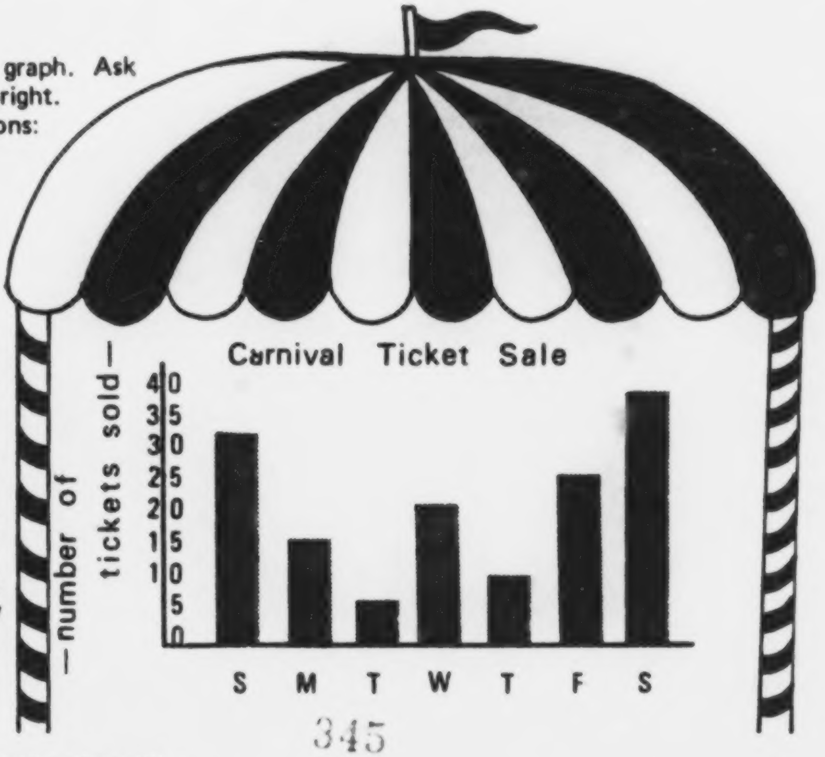
Carnival Time

Materials: None

Help your child read a bar graph. Ask him to look at the one on the right. Then ask the following questions:

Carnival Ticket Sale

1. How many tickets were sold on Monday? (15)
2. On which day were the most tickets sold? (Saturday)
3. How many tickets were sold on Friday? (25)
4. On which day were the least number of tickets sold? (Tuesday)
5. How many more tickets were sold on Wednesday than on Monday?
6. How many tickets were sold altogether?



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Excel in Math: Points for Parents

EXHIBIT 145

HELPING WITH SPELLING

Dear ________________,

Parents often ask how they can help their children.

______________________ needs your help at home in learning weekly spelling words. He/she will bring home the current list of 20 words to master by Friday's final test. Please go over them together, Monday through Thursday.

After evaluating ______________________'s effort and progress in spelling, I feel that he/she needs to spend additional time learning the words well.

Thank you,
Martha Berner

Please sign and return.

____

EXHIBIT 146

SHARING CLASSROOM PROJECTS

Dear Parents,

As a culmination to our study of bears your child needs to present a puppet show for you. They should be including the following information:

- ✤ Kinds of bears
- ✤ Why a bear is a mammal
- ✤ Facts about some of the different bears (e.g. largest and smallest, where they live, speed, etc.)
- ✤ What bears eat
- ✤ Why bears have a long winter nap (not hibernation)
- ✤ Why koalas and pandas are not bears

Please let me know how your child does on this "special test." Your comments will be very appreciated. I hope that you will have a fun and interesting time with this assignment.

Sincerely,

Nancy Williams

Comments on back please!

EXHIBIT 147

The Take Home Computer Program

Prescription Learning believes that parents can significantly affect their children's academic success by taking an active role in the home to increase time on task. This program is specifically designed to give parents an opportunity to work with their children and help them practice reading, writing, and math skills.

For over ten years we've demonstrated the importance of involving parents in their children's education. Sending computers home has made the program even more effective and appealing.

- ***The Student/Parent Program*** engages youngsters in grades K-8 and their parents in computer and workbook activities designed to improve reading, writing, math and study skills.
- ***The Adult Basic Education Program*** allows adult participants to improve basic reading and math skills as well as prepare for the GED (high school equivalency examination.)
- ***The English as a Second Language Program*** enables participants of any age to improve their spoken and written English language skills by using "voiced" instructional courseware.

No matter which module or combination of modules is selected, participants can use all components in the supportive environment of their own home.

The Student/Parent Program

How the Student/ Parent Program Works

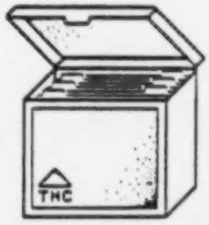
The program can be used with a wide range of students. Typically, school districts identify a group of youngsters who would benefit from additional practice of selected skills. Individual prescriptions are produced by initial testing to identify skill weaknesses for emphasis in the home.

The program can be administered on a rotational basis, with some youngsters using computers at home while others work in consumable materials. The groups of students then alternate every four to six weeks. The rotational concept enables the school to serve a greater number of youngsters during the course of the school year.

Parent and child get to know the computer keyboard together

Instructional:
Complete reading and mathematics levels are provided for kindergarten through grade eight. The reading levels incorporate both writing and study skill areas, while mathematics provide basic skill instruction as well as application activities. Materials Include:

- instructional courseware
- student workbooks and materials
- directed activities
- parent lesson guide
- computer manuals



Enrichment:
The Student/Parent Program includes special software and printed materials which are used "for fun" to enhance reasoning, logic and higher level thinking skills. These include:

- Game-format software designed to:
  - ✓ improve word power
  - ✓ build organizational skill
  - ✓ promote improved self-concepts
  - ✓ build healthy family relationships
- Family-shared "idea books" encourage family members to work together and individually to compile family and personal data, interest inventories, wish lists, and genealogical histories.

Users practice following "prompts."

Parent Workshops:
A complete parent training program accompanies the module and provides the program coordinator with ready made workshops which include:

- Two initial training meetings
- Seven monthly parent involvement meetings centered around such topics as:
  - ✔ discipline
  - ✔ helping with homework
  - ✔ children and pets
  - ✔ good and bad habits
  - ✔ TV and kids
  - ✔ rainy days and Saturdays
  - ✔ summer adventure

Testing and Management:
A computerized management system allows the program coordinator to plan interim check-up testing, monitor progress and provide academic growth data. Additional management features include:

- test scoring capability
- all student record keeping
- generation of reports
- maintenance of inventory
- word processing and database programs

Service and Support:
As with all of Prescription Learning's programs, consulting and technical support are provided to ensure that the program operates fully and effectively throughout its employment. Highlights of this service include:

- initial program planning
- student selection assistance
- test center scoring availability
- ongoing consulting
- technical support of equipment

The Adult Basic Education Program

Overview

Many adults who have not yet acquired basic reading and mathematics skills can benefit from supplemental instruction in the home setting. Prescription Learning's **Adult Basic Education Program** is self-paced and designed to allow participants to practice isolated skills or clusters of related skills at the level most appropriate for them. Students who require assistance in order to pass high school equivalency tests can utilize the upper levels of our adult program.

Components:

- placement tests
- individual learning plans
- instructional courseware for all academic areas
- accompanying workbooks
- lesson guides for self-paced instruction

The computer technology employed by **Adult Basic Education** gives these programs technical appeal and provides the user with immediate feedback, improving interest and attention span. The program's unique "voiced" instructional capabilities (using available prompt) allow the computer to "speak aloud" to the user.

The English as a Second Language Program

This program is designed to work with people of any age who are just beginning an ESL program. Young children, teenagers and adults can all benefit from its use. Prescription Learning's ESL courseware is especially practical in teaching English because of its significant use of "voice". The speech is generated in English as well as in the listener's native language (though available prompt.) This capability enables the participant to hear and understand directions, terms, and new words without yet being able to read or understand screen text in English. The courseware is accompanied by consumable workbooks which students use with the diskettes in order to reinforce new skills. Concepts addressed in the program are centered around "survival skills". Simple grammatical structures are also introduced.

For additional information, please contact:

SADIE CLEVELAND - TAKE HOME COMPUTER SPECIALIST
Prescription Learning, 6150 North 16th Street, Phoenix AZ 85016, (800) 422-4339

EXHIBIT 148

DEVELOPING DISCIPLINE

"What Show Should We Watch Tonight?"
Making TV Work for Your Family

Why Do It?

There is great concern that most children spend too much time watching TV. TV cuts into time that needs to be spent on homework or sports.

This activity encourages thoughtful TV viewing. It helps children to make choices and to practice self-discipline.

Materials Needed

TV guide, pencil, paper, TV set

How To Do It

1. Decide, as a family, to go on a TV "diet" for one week. Together, pick the amount of time you will spend watching each day. (This might be one or two hours a day. Try not to watch more.)
2. Together, using a weekly TV guide, select the shows you will watch. Make a list of your child's and your choices.
3. Post this list where everyone can see it.
4. Have some family games, puzzles, or other activities ready for non-TV hours. Read a book together or play a game. Don't be tempted to turn on the TV. Try to stick to the plan.
5. Give yourselves a reward—a picnic or a special family outing—for sticking to the plan.

More Ideas

Become a TV critic. "I like this show because..." or, "I didn't like this show because..."

Keep a world map and other reference books close at hand. Look up countries and places mentioned on the news.

Helpful Hint

Try to watch TV together as a family. Express your opinions about whether or not you like what you've seen. Sitting together and sharing TV watching is a way to express closeness. Talking about what you see as a family is a way to help children make valuable judgments.

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and
The Home and School Institute
1985

FEEDBACK SHEET

Child's Name: ____________________________

Activity: ____________________________

Today's Date: ____________________________

Teacher's Name: ____________________________

These Teacher Parent Partnership activities are brought to you by the NEA and the Jefferson Co. Education Association. We are pleased to provide these activities which strengthen the bond between home and school and foster excellence in education.

Along with the school, your home plays an important role in helping your child succeed. Please be sure to send back to school a feedback sheet for every activity sent home. Your reactions and comments will be read carefully and will help to strengthen this program. Thank you.

This sheet must be returned after every activity you do with your child.

Was this activity used in your home?

☐ Yes ☐ No

Who did the activity with the child?

☐ Mother ☐ Father ☐ Other

Did this activity help you spend enjoyable time with your child?

☐ Yes ☐ No

Do you feel that your child learned something useful?

☐ Yes ☐ No

Would this activity be helpful to other parents?

☐ Yes ☐ No

Comments:

Parent's Signature

JCEA

Parent-Teacher Conferencing

Conferencing allows parents and teachers to meet face-to-face. This means of communication is valuable and effective. Most people can express themselves more completely and openly in person because misunderstandings and misconceptions can be more quickly clarified in face-to-face meetings by asking follow-up questions and elaborating on specific points.

Henry Becker and Joyce Epstein (1982) in their survey of Maryland parents, however, found that over 1/3 of the parents did not have a face-to-face conference with their child's teacher during the school year. In many cases the parents of students who might most benefit from a conference are the ones who do not attend. Reasons why parents do not attend conferences are many. One significant reason, unfortunately, may be that conferences are perceived by parents as a time when they will hear more bad news about their child, rather than a time when they can meet and plan with the teacher to ensure the child's success in school.

Well-conducted parent-teacher conferences can accomplish several goals:

- Parents find out what is being taught and how their child is progressing academically, socially, and emotionally.
- Parents and teachers share what each sees as the child's strengths and areas for growth.
- Teachers learn first-hand information about the child's home learning environment.
- Parents get answers to questions about testing and placement programs, homework, discipline or attendance policies, credits earned, post-secondary opportunities, etc.
- Teachers and parents develop a mutual action plan to help ensure the child's success in school.

Most elementary schools hold at least one parent-teacher conference a year. A few offer two conferences. Secondary schools, on the other hand, usually conference with parents only when it is requested either by the teacher or parent to discuss a problem. The good news is that some middle schools are instituting new conferencing practices for parents and students. Middle schools that have implemented advisory programs are in a good position to have each advisor conference with parents and students who are in that advisory class in order to set goals and develop a plan of action for school success. This approach lets parents know they have a teacher advocate to turn to during the year who can help parents meet with other teachers, if necessary. In addition, by using advisors as the primary teacher for conferences, each advisor has a reasonable number of conferees.

A key feature of some middle school conferences is the involvement of students. When students are included in conferences it enables parents to see their child in new ways. Students can help parents understand the school and their child's academic and social role there. This positive involvement counters the negative feelings parents and students may have experienced in previous conferences that focused only on problems.

Students who may be reluctant to participate can be encouraged by having them identify the subjects which are hardest for them, the ones that are easiest, and one piece of work to share at the conference. By participating, students learn to consider their own progress and to develop plans for growth. Even young students who do not attend the conference can be involved by writing down their likes, dislikes, achievements, and the area they want to improve in.

Houston Independent School District, through their "Fail-Safe" conferences, places great emphasis on conferences with all grades. They have even provided teachers with ideas on how to conference and work with students whose parents do not come to the conference, tips on how to involve the middle school student, and worksheets for advisors.

EXHIBIT 149: Alternatives for Non-attending Parents
EXHIBIT 150: Ways to Involve Middle School Students
EXHIBIT 151: Student-Parent-Advisor Conference: Taking Stock

Washington Middle School (Vista, California) holds conferences on Saturday in conjunction with a rummage sale, craft booths and community fair. To get their student's report card, parents must come to meet with the teachers in the gym. The day's events help to provide a strong incentive and reward for attending.

Counselors, vice principals, and principal at Twin Peaks Middle School (Poway, California) use conference time with students and parents to review test scores and last year's school results and to set goals for the coming year.

Elementary and secondary conferences will be successful if both teachers and parents prepare for the conference, conduct it in a professional way, and if there is follow-up. The following sections and exhibits address each of these three areas needed for a quality parent-teacher-student conference.

Preparing for the Conference

A conference is like any meeting: to get the most out of it, all parties need to prepare. The first step in preparation is to schedule the conference. Many districts set aside a week or special day for conferences. Houston Independent School District supports individual parent conferences by asking employers to release parents to attend the conferences on one of two days. At conference time, the school district also sponsors several bill board displays announcing when conferences will be held and the importance of parents attending. Indianapolis prepares a printed invitation which each school can then send to parents. All of these district efforts help the individual school and teachers increase attendance at parent-teacher conferences.

Districts can help schools at parent-teacher conference time with letters to employers and printed invitations to parents. For examples, see:

EXHIBIT 152: Letter to Employers (Houston Independent School District)
EXHIBIT 153: Invitations to Parent-Teacher Conferences

With so many parents working, it is important to schedule conferences at times that are convenient for parents: early morning times, evenings or Saturdays. Districts need to compensate teachers for making these extraordinary efforts. One school, which held evening conferences, had all the staff gather at stations in the gym. A child care play area was set up in one corner as well as a comfortable waiting area for parents. In this way both parents and teachers felt secure and ready to conference.

In scheduling conferences it is important to allow adequate time, to be sure parents know the amount of time allotted, and to build in a little breathing time. Both teachers and parents complain when they are the seventh or eighth participant in a string of back-to-back conferences.

Creating a positive and welcoming environment contributes to an effective conference. Small details like three adult-sized chairs, a table to conference around, a place where parents can wait comfortably with materials to look at, a child care room for younger siblings, all can make a difference.

These are traditional preparation steps which many schools do automatically. There are other steps which are less familiar to schools. For example, schools need to help parents prepare for the conference by sending a list of questions to parents that will help them identify issues and concerns they may want to raise with their child's teacher. Also, teachers can elicit information from parents that will help the teacher better prepare for the conference.

For samples of questions parents may ask teachers and questions for teachers to ask parents, see:

EXHIBIT 154: Parent Questions for Teachers
EXHIBIT 155: Teacher Questions for Parents

A conference checklist and a worksheet to prepare for the conference can help parents be more prepared. Providing such aids makes parents realize they are important partners in the educational process.

For examples of a checklist and a conference worksheet for parents, see:

EXHIBIT 156: Parent Checklist for Conferencing with My Child's Teacher
EXHIBIT 157: Parent Worksheet to Prepare for Parent-Teacher Conference

Teachers also need to prepare for conferences in a similar way, thinking about what needs to be done before, during, and after the conference. The following steps will ensure good preparation for each parent-teacher conference.

- Invite and schedule times for parents (consider and plan for the time constraints of working parents).
- Send home materials that will help parents prepare.
- Organize a folder for each child showing representative samples of work that reveals the progress made since the beginning of the school year.
- Write or think through the best way to establish rapport with each parent as an adult.
- Prepare a brief agenda and decide what positive attributes of the child should be emphasized, what information you need from the parent, how the child's growth will be shared, and what area you and the parent should work on together to help the child.
- Ask students to complete a brief questionnaire about their school work. This will give students input into the conference, if they will not be included. If the student will be a participant in the conference, completing the questionnaire in advance will help the student feel prepared.

These exhibits will help teachers be prepared:

EXHIBIT 158: Schedule of Parent-Teacher Conference Appointments
EXHIBIT 159: Sample Letter to Parents
EXHIBIT 160: Request Form for Junior High Conference
EXHIBIT 161: Teacher's Checklist for Parent-Teacher Conference
EXHIBIT 162: Student Self-Assessment for Young Students
EXHIBIT 163: Student Self-Assessment for Older Students

During the Conference

If both the teacher and the parent prepare for the conference, the twenty minutes that they have together will be well spent. It is important for teachers to realize the power they have in the conference. Teachers set the tone of the conference by how they establish rapport and present the purpose and agenda of the conference to the parent(s) and student (if appropriate). The conference needs to be more than a verbal report card. The conference, to be most useful to parents and student, needs to convey how the teacher has helped the child grow since the beginning of the school year and how the teacher and parent working together can further that growth. The teacher needs to work out a plan of action with the parent and student that is "do-able" and reasonable for the parent and student to do at home. By careful listening and good questioning, the teacher will be able to sense what is feasible to ask the parent to do.

During the conference, it is valuable to summarize the main points for parents and to outline what each of you intends to do to help the child.

Sample report forms are:

EXHIBIT 164: Report of Parent-Teacher Conference
EXHIBIT 165: Progress Report for Parent Conference

If the conference has been arranged to solve a particular problem -- tardiness, misbehavior, or poor performance in an academic area -- the teacher needs to write out in advance what is expected of the parent. The student also needs to be informed about how the behavior has to change in order to be acceptable. The difficulty may have arisen because the parent is not able to solve the problem by himself/herself. Therefore, it is important that the school offer help and a few simple steps the parent can take to get the child back on target. In order to be prepared to work through a difficult problem with parents, the teacher may want to rehearse the conference with a colleague. Communicating effectively in tense and defensive situations is difficult; it takes practice. Try to keep parents, students, and teacher all working on the same team.

After the Conference

If a plan of action has been developed, follow-up after a conference is critical. Many teachers complain that parents do not follow through with what they said they would do. While there is no way to guarantee 100% follow-through, the odds can be increased by:

- Putting in writing what the parent is to do.
- Limiting what the parent is to do to one or two activities.
- Sending a postcard or letter reminder to the parent.
- Follow-up with a phone call in two to four weeks to check progress.
- Providing the parent with a feedback form to send to you.

Examples of a conference follow-up letter and feedback form are:

EXHIBIT 166: Sample Conference Follow-Up Letter
EXHIBIT 167: Sample Post-Conference Response Form

Evaluating conferences can also help parents and teachers know if the conferences are serving a valuable purpose. Parents can be given an evaluation form as soon as the conference is over. The evaluation can be completed and dropped off at the office on the parent's way out or returned to school the next day. Alternatively, the evaluation questions can be printed in an issue of the school newsletter which parents are asked to send back to the school. Teachers also should evaluate the conferences from their perspective. Responses from both teachers and parents need to be compiled, analyzed, and recommended actions for change proposed, if the data suggests some change in conferencing practices are needed. The results of the evaluation need to be shared with parents through the school newsletter and with teachers at a staff meeting.

Sample evaluation forms are:

EXHIBIT 168: Teacher Evaluation Form
EXHIBIT 169: Parent Evaluation Form
EXHIBIT 170: PTA Assessment of Parent-Teacher Conference and Summary of Results

For More Information...

Becker, H.J. and Epstein, J.L. 1982. Parent involvement: A survey of teacher practices. Elementary School Journal, 83, 85-102.

Bjorkland, G. and Burger, C. 1987. Making conferences work for parents, teachers and children. Young Children, 42(2), 26-31.

Burger, C. 1981. Parents as partners. St. Louis, MO: Mosby

Canter, L. 1987. Parent Conference Book. Santa Monica, CA. Canter and Associates.

Kroth, R.L. and Simpson, R.L. 1977. Parent Conferences as a Teaching Strategy. Denver, CO: Love Publishing.

EXHIBIT 149

ALTERNATIVES FOR NON-ATTENDING PARENTS

Some parents may not acknowledge the school's invitation for a parent-teacher-student conference. In some cases there may be difficult, unavoidabe circumstances. Lack of interest may not be the reason. Other ways to communicate with these parents or, if necessary, a substitute/advocate for the student may involve the following suggestions:

- Assign the parent follow-up efforts to home-based advisor-teacher.
- Although the ultimate responsibilities for the conference are with the math and language arts teachers, enlist the help of all teachers and personnel in the building.
- For those children who need a surrogate adult, ask a parent volunteer to be that child's advocate. Arrange for the advocate to support the child's reading and math progress.
- Teachers may wnat to make home visits to homes of students whose parents do not attend conferences. Some parents are only comfortable on "their own home territory." Teachers may wish to team o home visits.
- Look at the whole area of the convenience of the conference. Was transportation a problem? Was the time designated difficult for employed parents?
- Consider community groups who may adopt the school and become valuable links between the school and homes on non-participating parents.
- Expand home-school communications in additional ways. Ask teachers to provide parents with the time of their planning period and with the school telephone number. Make one afternoon of each week "Call the Principal" time. Etc.
- If the teacher cannot speak Spanish, recruit a bilingual parent to communicate for, and with, the parents who have not attended the conference. Also ask that parent to volunteer to translate written materials for the Spanish-speaking family.
- Explore the possibility of setting up conferences in the feeder school neighborhoods. Recreation centers, church education buildings and the sending school sites in those areas may be locations that parents will find more comfortable and more accessible.
- Use the traditional means of communicating with parents such as newsletters and handwritten notes. Involve the children in these methods; mention specific positive activities of children.
- Enlist neighborhood clergymen to provide rides for parishioners who are your middle school parents.
- Have volunteers make games suggested in parent materials. Deliver these into homes of non-attending parents; explain the game(s) to interest parents in the Partners In Learning process.
- The last, and least productive, alternative is to have a telephone conference with those non-attending parents.
- If it is impossible to communicate with the parent, share the progress forms with the student. Suggest ways she/he can grow in skills at homes using the parent materials or at school with such activities as peer tutoring, etc.

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EXHIBIT 150

WAYS TO INVOLVE THE MIDDLE SCHOOL STUDENT IN THE PARTNERS IN LEARNING PROCESS

The middle school student should be an active responsible participant in the Partners process. Furthermore, the student should serve as an advocate in the partnership. Here are some suggestions to interest and involve the middle school student:

- Be certain that students know that all parents are being asked to have conferences. Stress importance of home/school cooperation.

- Math and/or language arts teachers can explain the Partners process to their students. Help them become familiar with Progress Forms; perhaps the student can tell the parent about these at the conference.

- In middle school, make it a parent-teacher-student conference. Students should be part of the decision-making in his/her own learning.

- To assure a greater percentage of students getting the parent brochures into the home and back into the school, tell students that you will randomly select several student names. If the teachers of these students have the returned forms from these students' parents, give a prize or cash to those student.

- Arrange a special treat for the class and/or block with the highest percentage of conferences. how about a Rondo break or some other food or drink?

- Arrange a poster contest in art classes. Topic or subject could be "How I will use reading and math ten years from today". Display all posters throughout the school. Give 1st, 2nd and 3rd prizes or ribbons. Have a parent or non-participating committee of students be the judges.

- Use a home-based advisory exercise to involve and interest students.

- During conferences, mature Spanish-speaking students may serve as translators for the non-English speaking parent and non-Spanish speaking teacher.

- In language arts class have students compose letters to parents inviting their own parents to conferences. Use bulk mailing to send letters into homes.

- Have a special American Education (Nov. 12-18) Week program involving students in the chorus, band, orchestra, etc. Plan conferences before and after program. Or have special classroom displays of student work.

- Have an honors language arts class write "radio commercials" for parent-student-teacher conferences. Allow students to give their own commercials over the speaker system.

- Have advanced language arts students write news features on Partners In Learning for area newspapers.

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EXHIBIT 151

STUDENT—PARENT—ADVISOR CONFERENCE
TAKING STOCK

STUDENT'S NAME ____________________

ADVISOR'S NAME ____________________ SCHOOL ____________________

Before the conference: In the following spaces record comments from subject teachers.

				Request for Conference	
	Course	Teacher	Comments	Teacher	Parent
1.					
2.					
3.					
4.					
5.					
6.					
7.					

During the conference: Review and discuss the student's grades, attendance, and conduct. Record below actions which student, parent, and school can take to increase school success. Also discuss the additional material given to you for this Fail-Safe Conference. If a conference is requested, complete the appropriate conference appointment form.

Recommended Actions: ____________________

Signatures:

Parent

Student

Faculty Advisor

Date: ____________________

The first copy is to be kept by the parent; the second by the school

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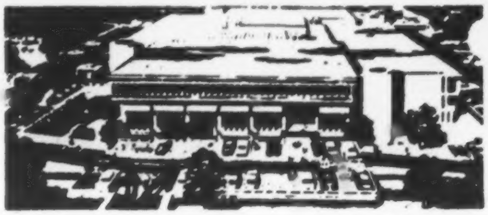
EXHIBIT 152

Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-5011



Dear Employer:

In the fall of 1978, the Houston Independent School District initiated a program aimed at raising the educational achievement levels of Houston Independent School District students. The program - Operation Fail-Safe - is geared to increasing the involvement of parents in schools and the instructional program of their children. Evidence indicating a correlation between student achievement and parent involvement is so positive that the Houston Independent School District feels the continuation of Operation Fail-Safe is vital.

During the 1979-80 fall parent involvement days, 63 percent of the secondary students' parents and 77 percent of the elementary students' parents scheduled one-half hour meetings with teachers and counselors. In these meetings, parents reviewed their child's performance records and discussed the kinds of supplemental learning materials they could use at home to help increase their child's learning. The most recent test score information available for district students indicates the Houston Independent School District students are improving. In fact, Houston Independent School District students are outscoring their counterparts in surrounding public school districts on standardized basic skills tests.

To continue this trend, we are asking employers of parents with students in the district to allow parents to take an hour to two hours off from their jobs on October 14 and/or 22 this fall to meet with teachers and counselors again. In the spring, the Operation Fail-Safe day will be on February 27. With your cooperation, we would like to see 100 percent of the parents participating in Operation Fail-Safe. You can provide that extra boost the program needs to see it reach this new goal this year.

Our special thanks for working with us on Operation Fail-Safe!

With best personal regards, I am,

Very truly yours,

Billy R. Reagan

Billy R. Reagan
General Superintendent

EXHIBIT 153

INVITATION TO PARENT-TEACHER CONFERENCE

POWAY UNIFIED SCHOOL DISTRICT

Dear______________________________:

In order that you may better understand the progress that your child is making in school and have an opportunity to ask questions concerning the instructional program, you are invited to attend a parent-teacher conference.

Subject to your approval, your conference has been scheduled as follows:

WHEN				WHERE	
DAY OF WEEK	DATE	TIME (from)	(to)	SCHOOL	ROOM

This personal conference offers an opportunity for you, the parents, and the staff to deepen the understanding of your child. With this knowledge we can better meet your child's needs.

I hope to see both parents; however, if it is impossible for both of you to attend, either may keep the appointment.

______________________________ TEACHER ______________ DATE

. . . . (tear here and return lower portion) . . . .

☐ We ☐ I will attend the conference at ______________ o'clock on ______________.

☐ It will be impossible for either of us to attend the conference on the date specified. Two alternate times which would be more satisfactory are ....

ALTERNATE APPOINTMENT TIMES			
DAY OF WEEK	DATE	TIME (from)	(to)

Please advise us which would be satisfactory to you.

☐ Additionally, we are especially interested in discussing the following:

PUPIL'S NAME	PARENT'S SIGNATURE	TELEPHONE WORK HOME

PUSD PTC-1 (Rev. 11-84)
Order from Inventory Control

Indianapolis Public Schools

and

THOMAS CARR HOWE HIGH SCHOOL

invite you to participate in

Parent/Teacher Conferences

on

Thursday, October 17, 1985

All parents are asked to be a part of the **Parents In Touch** parent/teacher conferences. The conferences are an opportunity for parents to talk with teachers and counselors about goals and expectations for the 1985-86 school year. You can pick up your child's report card as well as discuss his/her progress.

If there is a specific teacher that you would like to see, please indicate this on the form below. Check the time you will be coming to the school. Your conference will be confirmed.

For parents of seniors: A meeting for seniors and parents of seniors who have an interest in continuing their formal education by attending a two-or-four-year college or vocational school will be held in the school Media Center at 7:00 p.m. **Reservations are needed.**

For parents of freshmen: A meeting for freshmen and parents of freshmen will be held at 8:00 p.m. We will discuss the student's four-year educational plan. Mr. Tout and other members of Howe's administration will give out important information at that time. A brief Question and Answer period will follow. Meet in Room 69. **Reservations are needed.**

CUT HERE AND MAIL IMMEDIATELY

Yes, I will be coming to the **Parents In Touch** parent/teacher conferences. I will be available for the conferences during the time checked below:

1:00 - 2:00 ________
2:00 - 3:00 ________
3:00 - 4:00 ________
5:00 - 6:00 ________
6:00 - 7:00 ________
7:00 - 8:00 ________

I would especially like to talk to: 1. ____________________ (Teacher's Name) 2. ____________________ (Teacher's Name)

____________________ (Subject) ____________________ (Subject)

☐ I will attend freshman meeting
☐ I will attend senior meeting

____________________ (Parent's Name) ____________________ (Student's Name)

____________________ (Telephone Number)

PLEASE RETURN THIS FORM IMMEDIATELY

PARENT QUESTIONS FOR TEACHERS

Dear Parents,

We will be meeting soon to talk about your son or daughter's progress and success in school. I am providing you with a list of questions to help you think through what you would most like to know. We won't have time to discuss all these questions at this conference, but circle the ones that are most important to you and let me know which ones they are. Complete and return the tear-off section on page two. Keep the list of questions for your files and bring them to the conference with you.

Sincerely,

____
Teacher's Name

Classroom Behavior

1. How well does my child get along with you? ____________________
2. How well does my child get along with other students? ________________
3. When my child gets angry, how does he/she express it? ________________
4. How does my child solve conflicts with others? __________________
   With you? ______________________________________
5. Does my child bother other children or disturb the class? ____________
6. In what ways does my child contribute positively to the class? ________
   ____
7. What ways do you reward good behavior in your class? ________________
   ____
8. What are the consequences for misbehavior? ____________________

Work Habits

9. How does my child behave when working with a group? ________________
   ____
10. How does my child behave when he/she is stuck or can't do his/her work?
    ____
11. How well does my child pay attention in class? __________________
12. Do any activities seem to frustrate my child? ___________________
13. How well does my child stick to a difficult task? _________________
14. What activities does my child seem to enjoy most in school? __________
    ____

- continued on next page-

Academic Progress

15. What does my child really do well? ______________________________

16. Does my child recognize this strength? ______________________________

17. In terms of grade level how is my child doing in:
    Reading ___ Writing ___ Math ___ Social Studies ___ Other ___

18. What do you take into account in deciding grades? ______________________________

19. What does my child need to work on most? ______________________________

20. How can I help? ______________________________

21. In what ways is my child working up to your expectations? ______________________________

22. In what ways is my child not working up to your expectations? ______________________________

Homework

23. What kind of homework help do you expect us to provide? ______________________________

24. How much time should my child be spending on homework? ______________________________

25. How often do you assign homework? ______________________________

26. Does my child complete homework assignments on time? ______________________________

27. What are the consequences for incomplete or late homework? ______________________________

28. Is homework graded, and are those grades used and reported? ______________________________

- -

_____ I am looking forward to our conference on ______________ at __________.
(date) (time)

_____ I am unable to attend at the time you have scheduled for me. The best times for me are __________________ or __________________.
(date and time) (date and time)

The five questions I most need answers to are #_____, _____, _____, _____, and _____.

____
Parent Signature

EXHIBIT 155

TEACHER QUESTIONS FOR PARENTS

Dear Parents,

Please take a few minutes to help me get to know your child better by answering these questions. Sharing this information with me will help me prepare for our upcoming conference. All information you share will remain strictly confidential.

ACADEMIC PROGRESS

1. What does your child have to say about his or her progress in school?
   ____
2. In what ways is your child working up to your expectations? __________
   ____
3. In what ways is your child not meeting your expectations? __________
   ____
4. What does your child like most about school? __________
   ____
5. In what one area would you most like to see your child improve this year? __________
6. In your child's opinion, what would make life at school more interesting or enjoyable? __________
   ____
7. What aspects of school work does your child consider most difficult?
   ____
8. What things at school tend to upset your child? __________
   ____

HOMEWORK AND HOME-LEARNING ACTIVITIES

9. How do you feel about the homework your child is expected to do?
   ____
10. How does your child react if you help with homework? __________
    ____
11. How often do you and your child read together? __________
12. What television programs do you and your child watch together?
    ____
    ____

13. What activities do you and your child especially enjoy doing together?

____

14. How does your child act if you correct a mistake or suggest an area to work on? ____

____

HOME LIFE AND BEHAVIOR

15. What types of activities take up your child's leisure time? __________

____

16. What kinds of chores does your child have at home? __________

____

17. How does your child handle chores you assign? __________

____

18. What does your child do when upset or angry? __________

____

19. What observations can you share about your child's relationship with peers? ____

____

20. How do you encourage good behavior at home? __________

____

21. How much sleep does your child usually get each night? __________

22. Are there any health, medical, or family concerns which might affect your child's performance in school? __________

____

Parent Signature ______________________

Teacher Signature ______________________

(All responses confidential -- for professional use only)

Questions adapted from Strom, R.D. and Bernard, H.W. 1982. Educational Psychology. Monterey, CA: Brook-Cole Publishers.

EXHIBIT 156

PARENT CHECKLIST FOR CONFERENCING WITH MY CHILD'S TEACHER

Before the Conference

_____ Write or call to make or confirm my appointment.

_____ Use the material given to me to prepare for the conference.

_____ Talk with my child about his/her school (discuss successes, achievements, favorite subjects, problem areas, etc.)

_____ Review my child's work which he/she has brought home.

_____ Think about child's level of achievement and my expectations for my child.

_____ On conference worksheet or a piece of paper, note concerns and questions about child's work, classroom or school program.

_____ Share with the teacher, in advance, the most urgent items I need to discuss.

_____ Decide with my child and the teacher if my child is going to be included in the conference.

_____ Find out how much time has been allotted and decide what is most important to discuss in the time available.

_____ Organize someone to babysit or ask the school to provide childcare so that I can be free to concentrate on the conference.

_____ Ask a friend to come if I feel I need help or support.

_____ Ask for a translator, if necessary.

_____ Arrive on time!

At the Conference

_____ Say something positive to the teacher to help us both feel more comfortable.

_____ Decide with the teacher what is most important to talk about.

_____ Refer to my notes and questions so I will not forget any important issues.

_____ Take notes during the conference.

_____ Ask questions and make sure I understand all that the teacher is saying.

_____ If my child is at the conference make sure we listen to him/her.

_____ Summarize what has been said.

_____ Write down a plan of action that says what I and the teacher will do.

_____ Let the teacher know how best to reach me and decide how I will communicate with the teacher (call, notes, future conferences).

_____ Thank the teacher for his/her time and concern.

After the Conference

_____ Share with my child what was discussed at the conference.

_____ Do what I said I would do.

_____ Through a note or telephone call, let the teacher know how things are going.

EXHIBIT 157

PARENT WORKSHEET TO PREPARE FOR PARENT-TEACHER CONFERENCE

Child's Name: ______________________________

Teacher's Name: ____________________________ Room Number: ____________

Conference Date: ___________________________ Time: __________________

I. Please Complete this section at home before the conference.

A. What I think my child does well at home: ________________________

____

____

B. What I think my child does well at school: ______________________

____

____

C. One problem I would like to discuss with the teacher: ____________

____

____

D. Questions I would like to ask: ___________________________________

____

____

____

____

II. Action Plan: Ways the teacher and I can work together to help my child. (Complete this section with the teacher at the conference).

A. What the teacher will do at school: ______________________________

____

____

B. What I will do at home: ____

____

____

C. How we will check our progress (e.g., notes, telephone call, etc.):

____

____

EXHIBIT 158

SCHEDULE OF PARENT-TEACHER CONFERENCE APPOINTMENTS

POWAY UNIFIED SCHOOL DISTRICT

TEACHER

TIME	PLACE	NAME OF PARENTS/GUARDIANS, etc.				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		DATE	DATE	DATE	DATE	DATE

PUSD PTC 2/ (Rev 8 81)

(continue on reverse side)

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EXHIBIT 159

HIDDEN VALLEY MIDDLE SCHOOL

November 5, 1986

To all Hidden Valley Parents:

You are invited to attend PARENT CONFERENCES to be held tomorrow, November 6, and Friday, November 7. Below you will find the hours that the teachers are available and a copy of your student's schedule to bring with you. Please arrive at least 45 minutes before the end of a time period as it takes approximately this amount of time to conference with the teachers. Stop at the main entrance in the lunch area to pick up your information packet before visiting classrooms. I hope to see you all there!

Cheryl Baughn
Principal

Bring with you for easy reference during parent conferencing.

Thursday, November 6	Friday, November 7
8:30 a.m. - 12:30 p.m.	7:00 a.m. - 11:00 a.m.
1:00 p.m. - 4:00 p.m.	
5:00 p.m. - 8:00 p.m.	

STUDENT'S NAME______________________________GRADE________

Period	Subject	Teacher	Room #
1			
2			
3			
4			
5			
6			
7			
8			

EXHIBIT 160

REQUEST FORM FOR A CONFERENCE

Teacher/Parent Conference Appointment Form

Teacher's Name ______________________________

I, __________________________________ teacher/parent (circle one)
Name

of ______________________________ request a conference concerning
Student's Name

_______________________________________ . Please call ________
Example: Classwork, Grades, etc. Phone

to arrange a conference.

Date ________ Signature ________________________________

Counselor Conference Appointment Form

Counselor's Name _____________________________

I, __________________________________ the parent of
Name

of ______________________________ request a conference concerning
Student's Name

_______________________________________ . Please call ________
Four Year Plan, Personal Problem, etc. Phone

to arrange a conference.

Date ________ Signature ________________________________

Adapted from Operation Fail-Safe, Houston Independent School District

EXHIBIT 161

TEACHER'S CHECKLIST FOR PARENT-TEACHER CONFERENCE

Before the Conference

____ 1. Notify Parents
    -- Purpose, Place, Time, Length of Time Allotted

____ 2. Send questions and worksheets to parents to help them prepare for the conference.

____ 3. Prepare
    -- review child's folder
    -- gather examples of work
    -- gather input from students
    -- prepare materials

____ 4. Plan Agenda
    -- Use worksheet

____ 5. Arrange Environment

During the Conference

____ 1. Welcome
    -- Establish rapport

____ 2. State
    -- Purpose
    -- Time limitations
    -- Note taking
    -- Options for follow-up

____ 3. Encourage
    -- Information sharing (e.g., What do you think your child does well?)
    -- Comments
    -- Questions (e.g., Do you have any questions for me?)

____ 4. Listen
    -- Pause once in awhile
    -- Look for verbal and nonverbal clues
    -- Questions

____ 5. Develop an action plan

____ 6. Summarize

____ 7. End on a positive note

After the Conference

____ 1. Review conference with child, if appropriate

____ 2. Share information with other school personnel, if needed

____ 3. Send follow-up note or letter

____ 4. Mark calendar for planned follow-up

Adapted from University of New Mexico Institute for Parent Involvement, Albuquerque, New Mexico, 1979.

EXHIBIT 162

STUDENT SELF-ASSESSMENT FOR YOUNG STUDENTS

(Teachers can ask students these questions verbally before parent conference.)

____________________ Student Name

____________________ Date

1. What do you most enjoy at school? ____________________

2. What do you least enjoy at school? ____________________

3. What do you want your parents to be sure to know about your work at school? ____________________

4. Pick out the work you want them to be sure to see.

EXHIBIT 163

STUDENT SELF-ASSESSMENT FOR OLDER STUDENTS

____________________ (Name) ____________________ (Date)

____________________ (Teacher's Name)

1. The activity I enjoy most in school is ____________________
2. What I enjoy least in school is ____________________
3. My easiest subject is ____________________
4. My hardest subject is ____________________
5. In what area would you like to improve? ____________________
6. What I want my mother and/or father to know about my work in school is ____________________
7. I want to be there when my mother and/or father and the teacher meet to discuss my school work. (circle one) YES NO

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EXHIBIT 164

POWAY UNIFIED SCHOOL DISTRICT

Poway, California

REPORT OF PARENT-TEACHER CONFERENCE

Date of Conference ____________

Student's Name ______________________________ Grade ____ Teacher ____________________

STRONG POINTS:

IMPROVEMENT NEEDS:

PLANS TO HELP THE CHILD:

EXHIBIT 165

INDIANAPOLIS PUBLIC SCHOOLS
PARENTS IN TOUCH
PROGRESS REPORT FOR PARENT CONFERENCE

This report is designed to help you understand your child's progress to this date. Please feel free to request additional information or an appointment with the teacher that issued this evaluation.

CONFERENCING TEACHER: ______________________________

STUDENT'S NAME ____________________ DATE ____________

TEACHER ______________________ CLASS ______________

CLASS PERFORMANCE:

Above Average _____ Average _____ Below Average _____

HOMEWORK ASSIGNMENTS:

Usually Completed _____ Seldom _____ Never _____

ATTENDANCE:

Never Absent _____ Seldom _____ Excessively Absent _____

CLASSROOM BEHAVIOR:

Self Motivated _____ Attentive _____

Unresponsive _____ Disruptive _____

TEACHER COMMENTS AND SUGGESTIONS FOR IMPROVEMENT:

____

____

____

FOLLOW UP: (Check one) Date ________________

_____ Parent requests conference with ______________________
Teacher's Name

_____ Teacher requests conference

Parent's Name ______________________ Student's Name ______________________

Address ______________________ Phone Number ____________

EXHIBIT 166

SAMPLE CONFERENCE FOLLOW-UP LETTER

November 1, 1986

Dear Mrs. Doe:

Thank you again for your help and your openness yesterday at our conference. As we agreed, I am summarizing our conference, and the things we both agreed to do. Cindy learns quickly and is eager to complete schoolwork correctly. The problem is that she is frequently late to school, and as a result, when she comes in she doesn't know what is going on in the class. She gets frustrated about being out of step with the others and starts to bother other students.

You gave me important additional information about Cindy when you told me that she gets up in the morning in plenty of time to be ready for school and seems to get sufficient sleep. However, she dawdles getting dressed and getting ready. She is easily distracted and begins playing with her toys. This is not unusual for children this age. Together we can help Cindy learn to be on time.

We agreed to the following plan:

1. I will have spelling, one of Cindy's favorite subjects, first in the morning to increase her desire to be there on time.
2. I will verbally praise her for being on time.
3. You will put the kitchen timer in Cindy's room to remind her of how many minutes are left until she must leave the house.
4. You and Cindy will select her clothes the evening before.
5. You will prohibit morning TV and playing until she is dressed, has eaten, and has everything ready for school.

I trust that your practice session going through all the getting-ready-for-school steps was fun for both of you, and that Cindy is enjoying the new plan. I will call you on Thursday at 5:30 p.m. so we can report on how things are going at home and at school.

I'm sure our plan will work, but feel free to let me know about any difficulties.

I enjoyed talking with you and look forward to your continued support.

Sincerely,

Mrs. Teacher

EXHIBIT 167

SAMPLE POST-CONFERENCE RESPONSE FORM

I have been listening to Jose read five nights a week for 15 minutes.

	Yes	No	Somewhat
I am enjoying this time together.	____	____	____
Jose cannot sit still to read for 15 minutes.	____	____	____
The books he brings home are too difficult.	____	____	____
I need more help.	____	____	____
I see an improvement.	____	____	____

Comments: ____

____

____

____

____
Parent Signature

EXHIBIT 168

TEACHER EVALUATION FORM
PARENT-TEACHER CONFERENCES

____
Date

In order to determine the effectiveness of the conference, it is necessary to obtain feedback from teachers. Please circle the number of the scale that corresponds to your feeling about each item. It is not necessary to sign your name.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I felt at ease during the conferences.	1	2	3	4
2. In general, I believe that the conferences will benefit the student's education.	1	2	3	4
3. In general, the parents with whom I talked were receptive to suggestions.	1	2	3	4
4. The parents and I were able to work out a plan of action.	1	2	3	4
5. I feel more positively about my relationship with the parents of my students.	1	2	3	4
6. In general, I feel the school's efforts to help prepare parents in advance by sending material home was helpful.	1	2	3	4
7. I believe the parent-teacher conference was a success.	1	2	3	4

If you wish, please comment below.

____

____

____

____

____

Adapted From: Operation Fail-Safe -- Houston Independent School District.

EXHIBIT 169

PARENT EVALUATION FORM
PARENT-TEACHER CONFERENCE

____
Date

Dear Parents:

In an effort to improve the quality and effectiveness of parent-teacher conferences, we would like you to complete the following questionnaire. Please circle the response that indicates how you feel about each item.

1.	I was able to discuss the things which concern me most about my child's education.	Yes	No	Somewhat
2.	I feel that my questions were answered satisfactorily.	Yes	No	Somewhat
3.	I felt at ease during the conference.	Yes	No	Somewhat
4.	The teacher(s) was courteous and treated me with respect.	Yes	No	Somewhat
5.	The focus of the conference was on the child, without irrelevant discussions of other matters.	Yes	No	Somewhat
6.	Materials and other necessary items were organized and ready for the conference.	Yes	No	Somewhat
7.	I received a plan from the teacher(s) of things I can do to maintain or improve my child's education.	Yes	No	Somewhat
8.	I plan to come to school again on the next conference day.	Yes	No	Maybe

9. Comments: ______________________________
____
____
____
____

____
Parent Signature (optional)

____
Teacher

Please return this form to the school office.

EXHIBIT 170

PTA Assessment of Parent-Teacher Conferences

October 1983

1. Things I really need to know:

2. Suggestions for improving the effectiveness of conferences:

3. The best parent-teacher conferences I have had were good because:

4. Factors detracting from good conferences are:

PTA ASSESSMENT OF PARENT-TEACHER CONFERENCES

October 1983

Things I really need to know:

- What specific areas need work as far as my child goes?
- Curriculum expectations and how my child compares in the spectrum.
- I want to be notified when my child is not working up to par.
- I have a gifted child and what I do not need to hear is "He is doing great in everything." I already know that. I want specifics: strengths, weaker areas that could be worked on at home, social adjustments with his peers, and areas of enrichment he has or we could use at home.

Suggestions for improving the effectiveness of conferences:

- Be specific!
- Definitely discuss social aspects of school as well as academic.
- Scheduling time where both my husband and I can attend.
- I want to know specific areas of concern, if any, and practical suggestions as to how I can help on the homefront. It has been my experience that children respond more favorably where they realize teacher and parents are a team batting with and not against a child.
- Minimize social comments after a brief introductory interchange. "Good" children's parents deserve well-thought out comments as well as problem children.
- Samples of the child's work that point out strengths and weaknesses should be available.

The best parent-teacher conferences I have had were good because:

- The teacher knew the child as a person and was interested in his social and emotional development as well as his school work.
- There was some specific "positive" comment made about my child.
- Had a specific message to get across and left time for helpful suggestions and question.
- She was organized ready for me and felt I was getting an honest opinion.
- It centered solely on my child.
- She was friendly and not defensive when asked questions.
- The best conferences were when they were not in "conference week".

Factors detracting from good conferences are:

- The next person watching for their turn is so distracting.
- Waiting more than 10-15 minutes for a scheduled conference.
- When all materials are not gathered when I arrive for conference.
- Teacher or parent monopolizing the time.

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Telephone Reports

Many teachers feel that telephone calls are one of the best ways to communicate with parents regarding individual students. A telephone call shows the teacher's personal interest in the parents and child. Positive, periodic calls can significantly affect the child's school behavior and academic performance. Positive calls also balance the negative impact which occurs when teachers call parents to discuss problems.

Some teachers tell parents in a beginning-of-the-school-year-letter that they will be calling them soon and suggest a time of day for the call. Teachers may want to telephone each parent in the first few weeks of the school year to introduce themselves and show their genuine concern for the parent and child. Elementary and secondary teachers who have invested this time have reported year long benefits and payoffs from their efforts. Making brief, positive telephone calls to parents throughout the year is also very beneficial. These systematic "good news" calls tell parents about their child's growth and positive activities at school. They supplement report cards and other communications.

Teachers in secondary schools have not used the telephone as extensively as elementary teachers, and thus, have lost important opportunities for keeping in touch with parents. When calls are made they usually deliver a negative report or message to parents. Some secondary schools, however, are beginning to address this issue.

- The School Site Council at La Mesa Junior High School (La Mesa, California) allocates some of its school improvement funds for an additional telephone line for staff members to make home calls. The principal encourages all staff to make positive phone calls and send a record of those phone calls to him.

- The principal of Clairemont High School (San Diego, California) regularly contacts parents by phone to share good news about students, based on teacher recommendations. It is feasible in schools which have developed advisory or homeroom programs to have each teacher contact parents by telephone, since the number of students and parents involved will not be more than an elementary teacher has to contact.

When to Call and Keeping Records

Many teachers find that early evening is the best time for calling parents. However, teachers can ask what the best time is for a short conversation, and make calls accordingly. Some teachers also like to keep track of who they have called and what was discussed. A continuous record of calls can be kept in each child's file or in a telephone contacts file. The advantage of a separate telephone-contacts file is that it is easy to take back and forth from school to home for making evening calls. Names and telephone numbers, plus past conversations, are then available in one place.

A sample telephone communications record is:

EXHIBIT 171: Record of Telephone Communications

Telephone Conferences

A telephone call is often the link between home and school for parents who are reluctant, too busy, or otherwise unable to come to school to attend conferences. Telephone conferences can be used in place of face-to-face meetings. The same kinds of information can be exchanged and specific plans made. However, the telephone conference has disadvantages compared to in-person conferences. The teacher is unable to see the nonverbal language or be aware of home distractors, and it is impossible to share written material or student work samples. It is essential to follow-up a telephone conference with a written note summarizing main points and next steps that the teacher and parent agreed to do. (See EXHIBITS 164 and 165 in "Parent-Teacher Conferencing" section).

Telephone conferences for reporting pupil progress should be planned and prepared in advance as carefully as the conferences that are done in person. The following guidelines can make the telephone conference more effective:

- Introduce and identify yourself: "I am James Smith, Eric's 6th grade teacher."
- Address parents as Mr. or Mrs. in the beginning of the relationship. It helps to show respect and courtesy to all parents. Becoming too familiar too soon could create mistrust or resentment.
- Make sure you are using the parent's correct last name, since it is often different from the student's.
- Ask if this is a good time to talk for _______ minutes.
- Make notes ahead of time as to what you want to say.
- Use a tone of voice that expresses respect, calmness, and politeness. This can reassure anxious parents.
- Begin with something positive about the student.
- Use plain English, with no jargon. Teachers need to respond to the parent's level of understanding and adjust the language and information accordingly. This needs to be done without being patronizing or condescending.
- Listen actively. Summarize and repeat back what was conveyed, to see if you understood accurately.

- Have a prepared conclusion (i.e., "I'm glad we talked. If you need to call me, please do so at #__________").

- Be brief and to the point.

Problem Calls

For many teachers, the telephone is used only when there is a problem. To effectively discuss a problem over the telephone, the teacher needs to be well prepared so that important points are not forgotten. A specific plan of action needs to be presented so that the parent knows what he/she is to do, and what will happen if there is no follow through. It is important for the teacher to listen to the parent's concerns and needs. The parent may have ideas to make the plan work even better. Remember, parents want their children to succeed in school, but sometimes they need help.

A teacher preparation sheet for problem calls is:

EXHIBIT 172: Preparing for a Telephone Call about a Problem
EXHIBIT 173: Preparing for a Telephone Call about a Problem (blank form)

EXHIBIT 171

RECORD OF TELEPHONE COMMUNICATIONS

Student's Name ____________________

Parent's Name ____________________

Telephone Number ____________________
Home

____
Work

Other needed family information

____

____

____

____

____

____

____

Date	Time	Response*	Comments
1.			
2.			
3.			
4.			
5.			
6.			

*Response Key:

A. Spoke With Parent
B. Busy Signal
C. No Answer
D. Disconnected Telephone
E. Scheduled Call Back ____________________
F. No Adult Home
G. Declined to Speak
H. Family Initiated Call
I. Other ______________________________

EXHIBIT 172

PREPARING FOR A TELEPHONE CALL ABOUT A PROBLEM

Student's Name ______________________ Class ______________

Parent's Name ______________________

Why I Need to Contact Parent (the problem):

Mary is regularly failing to turn in homework assignments.

What I've Done So Far To Solve The Problem:

I have had a conference with Mary and tried to make sure the homework is at the right level for her. I've praised her when she has completed assignment. I've given her two detentions when homework was not completed, and I've written a note to you about the problem.

Here Is How You Can Help:

I will give Mary a homework assignment sheet each Monday. I need you to check each night that she has completed the homework. I want you to sign the assignment sheet. Please indicate if she has difficulty with assignment; I will then be sure she gets extra help in class. I will give her lots of encouragement in class and an extra privilege when she completes a week of assignments. You need to work out a consequences system at home, too. For example, if Mary does not do her homework, she needs to lose privileges, such as watching a favorite T.V. show, or having a friend over. If she does complete homework for a week, plan a special treat such as a family outing or movie night.

Why We Need to Solve This Problem:

By not turning in her homework, Mary is falling behind and not learning what she needs to know to pass this course. I will have to give Mary a D or F if she does not turn in her homework. I know Mary can do the work. She is a capable young woman. I want to work together with you to solve this problem. I will call you in a couple of weeks to see how we are doing. Also feel free to call me if you would like to discuss this problem some more and what we can do to help Mary. My phone number is __________.

Adapted from Canter, L. 1987. Parent-Teacher Conference Book. Santa Monica, CA: Canter and Associates.

EXHIBIT 173

PREPARING FOR A TELEPHONE CALL ABOUT A PROBLEM

Student's Name ______________________________ Class ____________________

Parent's Name ______________________________

Why I Need to Contact Parent (the problem):

What I've Done So Far To Solve The Problem:

Here Is How You Can Help:

Why We Need to Solve This Problem:

Adapted from Canter, L. 1987. Parent-Teacher Conference Book. Santa Monica, CA: Canter and Associat